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F. L. WORMALD

Editor

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## CONTENTS

### THE ANNUAL MEETING

A Message from the President of the United States, <i>Dwight D. Eisenhower</i> .....	9
We Cannot Sleep, <i>John A. Hannah</i> .....	10
Let the Teachers Meet, <i>Charles R. Keller</i> .....	21
On the Need for Improved Communication Between Schools and Colleges, <i>Otto F. Kraushaar</i> .....	26
What Can the International Community Expect of American Christian Higher Education Abroad and at Home?, <i>Thurston N. Davis</i> .....	30
American Christian Higher Education and the International Community, <i>Ernest S. Griffith</i> .....	40
Today's Situation in Latin America and its Implications for American Higher Education, <i>José A. Balseiro</i> .....	49
The Ph.D. Program as a Preparation for College Teaching, <i>O. Meredith Wilson</i> .....	55
The Preparation of the High School Teacher, <i>William J. Sanders</i> .....	60
The Master's Degree Program, <i>Lewis M. Hammond</i> .....	65
The Liberal Arts in Medical Education, <i>Thomas B. Turner</i> .....	71
The Role of the Women's Colleges in the Next Ten Years, <i>Leland H. Carlson</i> .....	78
Educating Women for Their Role in International Affairs, <i>Anna L. Rose Hawkes</i> .....	89
New Curricular Needs of Women, <i>Harold Taylor</i> .....	95
The Struggle for Freedom in the Western Hemisphere, <i>Germán Arciniegas</i> .....	102
Voluntary Support of America's Colleges and Universities, 1956-1957— A Partial View, <i>John A. Pollard</i> .....	110
Meeting of Presidents' Wives, <i>Alice Distler</i> .....	119

### REPORTS OF ASSOCIATION COMMISSIONS

Commission on Academic Freedom and Tenure, <i>Louis T. Beneset</i> .....	122
Commission on the Arts, <i>Daniel Z. Gibson</i> .....	131
Commission on Christian Higher Education, <i>I. Lynd Esch</i> .....	133
Commission on Colleges and Industry, <i>Frank H. Sparks</i> .....	136
Commission on Faculty and Staff Benefits, <i>Mark H. Ingraham</i> .....	138
Commission on International Understanding, <i>Francis S. Hutchins</i> .....	148
Commission on Liberal Education, <i>Richard D. Weigle</i> .....	150
Commission on Professional and Graduate Study, <i>O. P. Kretzmann</i> .....	155
Commission on Public Information, <i>Norman P. Auburn</i> .....	159
Commission on Teacher Education, <i>J. Conrad Seegers</i> .....	161

### THE ACTIVITIES OF THE YEAR

Report of Board of Directors .....	164
Report of Treasurer, <i>George M. Modlin</i> .....	172
Report of Executive Director, <i>Theodore A. Distler</i> .....	178
Representation of the Association in 1957 .....	186



## THE OFFICIAL RECORDS

Minutes of the 44th Annual Meeting .....	189
Members of the Association .....	201
Constitution and By-Laws .....	221
Former Presidents of the Association .....	225
Editorial Notes .....	226
Among the Colleges .....	232
New College Presidents .....	243



## A MESSAGE FROM THE PRESIDENT OF THE UNITED STATES

DWIGHT D. EISENHOWER

**T**HE theme for the meeting of the Association of American Colleges this year, "American Education and World Responsibility," is not only highly appropriate at this hour but of vast importance to the future welfare of our country.

As our Nation faces serious pressures from beyond our shores, there are calls from many voices for a fresh appraisal of American thinking about higher education and the American approach to it. Of concern also are changes and developments in the world's estimate of what education should be and especially its use by some nations as a political and propaganda weapon.

There are, I feel, three fundamental purposes of higher education that merit re-emphasis in any such appraisal. The first of these is: to inspire and so to motivate students that they will commit themselves to achieving the ultimate within their capacity. The second is: to foster a sound understanding of the Western culture of which they are a part, thus obtaining also a frame of reference for the study of other cultures. The third purpose is: to teach the manifold responsibilities of men and women who are citizens in a free society.

The value of these purposes has been proved through generations of American higher education. Today the need for their more perfect achievement is many times greater than ever before.

I wish for the members of the Association an enjoyable, productive and creative meeting.

## WE CANNOT SLEEP

JOHN A. HANNAH

PRESIDENT, MICHIGAN STATE UNIVERSITY

THE invitation to address this meeting was tendered and accepted nearly a year ago. Between that time and the opening of this 44th annual meeting tonight, there has been a change in the world situation so radical that as yet we can only guess at its total implication. On last October 4 the world turned a sharp corner in its history with the launching of the first space satellite by Soviet Russia.

It could be argued that this was not as important as the discovery of how to unleash the tremendous power of the atom. But there science was still dealing with earthly matters, with apparatus akin to that with which we had worked before. When the first sputnik hurtled into the sky, man intruded into the celestial realm for the first time.

No event in recent centuries seems remotely comparable save for the discovery of America. That too opened up great new vistas of hope; it lengthened man's outreach; it gave him vast new territories to explore and exploit for his own advantage. The breaching of the barriers of outer space, however, has one ominous overtone: the future well-being of the human race may be jeopardized by the domination of this vast emptiness by those whose lust for power might lead them, like Hitler, to seek to destroy the world they could not rule.

As we meet tonight, the theme selected for this annual session has acquired a higher degree of appropriateness than the selectors knew. The questions implied in the theme "American Education and World Responsibility" have acquired a new degree of urgency. The world man actually has physical contact with is far larger now, and our responsibilities as educators have increased commensurately.

The topic of these remarks was chosen in late October, while the free world was still in a state of shock as it listened for the impersonal radio signals from the orbiting satellite. It comes, as you will recognize, from Emerson, who wrote in "Society and Solitude: Books":

The world is a proud place, peopled with men of positive quality, with heroes and demigods standing around us, who will not let us sleep.

Today's world, we reluctantly recognize, is peopled with men of negative as well as of positive quality. It has its cowards and demidemons as well as its heroes and demigods. It is a new and unfamiliar world, in some ways a frightening world, and we cannot—indeed we dare not—sleep.

In the emotional aftermath of sputnik, we Americans have engaged in much unseemly name-calling, accusation and blind striking-out at any visible target, just to relieve our disappointment and salve our wounded national pride. Higher education has been struck some random blows, and some educators have indulged themselves in pious self-flagellation.

There is a curious anomaly in this situation. Out of this same educational system came the scientists who have until this time performed to the general satisfaction of those who are now most critical. Our graduates are the men and women who, over the years, have helped to develop world leadership in science and technology, to give us the highest standard of living ever known in the world, to produce the atom bomb and to develop the atomic-powered submarine which is the particular pet of one of higher education's most vocal critics. Now, when the Soviet communists have proved themselves to be more ingenious—or more industrious—in one particular field of activity, our system of education is said to be in need of drastic overhauling. In one breath the critics assail what we are doing, and in the next they offer as a solution to our difficulties that we do more of the same thing.

Actually, as any rational person will agree, higher education bears only an indirect responsibility, if any, for the predicament in which we find ourselves. This situation developed out of military, political and economic factors over which higher education had little or no direct influence.

It is of great significance that as yet we have heard no responsible critic disparage the *quality* of the education we are providing for scientists, engineers and technicians, or of institutional research: the emphasis is on *quantity*. We should take the clamor for more scientific education for larger numbers of our young people, not as a criticism, but as a resounding vote of

confidence in American higher education. For remember this: the best hope being held out to the American people is that we will be able to overtake Soviet Russia in the scientific field and regain our historic supremacy, and it is to their colleges and universities that the people are turning in this hour of need. We could be paid no higher compliment.

In view of the criticisms of higher education, and the demands for a drastic revision of the educational establishment from top to bottom, a few things should be stated for the record.

First, higher education has been warning the American people for years, on good and sufficient evidence, that we were in a race with Soviet Russia in the education of scientists, engineers and technologists. The trouble has been that aside from educators and the Russians themselves few people believed it. On this point it cannot be charged that we have been asleep.

Second, higher education has been going through a period of reappraisal for several years. Any educational curriculum has to be sensitive to the changing content of the society out of which it grows. We have been well aware that our students need the skills and scientific knowledge required to enable our nation to advance in technological fields. We have been aware too that they need deeper insights into the political, economic and social forces which influence their lives and the national destiny.

One of the most marked developments in higher education in this country since the end of World War II has been the tendency to restore the liberal arts and general education to the scientific curricula in the growing realization that science and technology alone cannot provide the final answer to mankind's problems and that by and large we have been deficient in exposing our students to humanizing influences.

None has been more deficient in this respect than universities with a strong interest in science and technology, such as the university I have the honor to serve. It is to their great credit that so many of them have awakened, belatedly, to the necessity for heeding the warning sounded by one of the founders of my university, who said more than a century ago:

Nor should the claims of literature and the fine arts be wholly neglected as tending to polish the mind and manner, and add greater lustre and dignity to life.

Third, there can be detected within higher education the growing realization that no longer dare we educate students for the world of today on the bland assumption that the world will not be much different ten or twenty or thirty years from now. Time was when we could take this comfortable attitude, for community and national and world conditions changed at a rate so leisurely that normal people could easily make the necessary adjustments. But in this era changes come with speed so bewildering that only the nimble can keep abreast of them.

Let us take engineering as an illustration. What does it profit a student to specialize exclusively in the intricacies of a gasoline engine when the probabilities are that within a few years he will be working with gas turbines, rocket propulsion or atomic power?

The correct answer is to teach him fundamental *principles*, which change slowly if at all, on which to build his vocational career. And we do him no favor if we fail to help him at the same time to develop sound ethical principles. These too change slowly if at all.

The American college graduate of today can face the world of tomorrow with confidence only if he can plant one foot firmly upon the solid rock of vocational competence and the other on the rock of moral conviction. So standing, he is not likely to be swept away by any torrent of change which may pour down upon him.

Not least of the convulsive changes affecting American higher education in recent years was the catapulting of the United States into the position of world leadership with the responsibility to defend those values, such as freedom of the mind and person, individual dignity, tolerance and respect for law, which we tend to classify under the heading of "the Western tradition."

We were ill-prepared for this responsibility in many ways. For example we still had not worked out a position which all could support with respect to our relationships to the rest of the world. Isolationism is dying slowly and dying hard. In this connection it would be interesting to determine to how great a degree our attitude in world affairs is conditioned by the fact that so many of us are the progeny of refugees from the Old World, first, second or third-generation Americans who have

been taught that our country is, and should continue to be, a high-walled sanctuary from the troubles and turmoils of all foreign lands.

We had many other internal problems remaining unsolved when we inherited the heavy load of leading and defending the free world.

We still have with us the tremendous social problem of segregation, enormously complicated as it is by emotion, tradition and prejudice.

We still have not completely worked out our theory of social welfare or a sound and equitable basis of relations between labor and management. Still remaining to be determined is the extent to which our central government should exercise its power in the lives of its citizens.

We have many unfinished domestic tasks, many imperfections to be eliminated. The tragedy of this situation is that we are suddenly put in the world's most brilliant spotlight with all our faults and flaws pitilessly revealed and exposed to exploitation by those who wield the weapon of propaganda so effectively in their unrelenting effort to decrease our influence or to cause our downfall.

This is *not* to suggest that we are incapable of meeting the challenge confronting us, that we should throw up our hands in resignation because of the handicaps under which we labor. It is to suggest that in preparing to face world responsibility American education should not overlook the tasks that remain to be finished on the domestic scene. By their very nature they affect everything we seek to do on the international scene.

Education has also been alert to opportunities and responsibilities in fields other than science and technology. The Carnegie Endowment for International Peace undertook in 1950 an extensive program dealing with universities and world affairs. The American Council on Education is now publishing for the Endowment and cooperating organizations a series of valuable books under the general title of "Studies in Universities and World Affairs." I commend them highly to those who are interested in learning just how keen has been our perception of the responsibility of higher education in world affairs and how active our institutions have been in discharging that responsibility. The record is impressive both as to what it reports and as to what it



suggests for further action.

The most striking illustrations of the willingness of American colleges and universities to serve the national interest in its relations with other countries are to be found in our record of participation in the Point Four program, the technical assistance program and the international cooperation program. The names have been changed frequently but the idea of extending American technical assistance to less privileged lands has persisted. This is no time to cite statistics but the whole-hearted willingness to send staff and faculty members abroad, to accept faculty members and students from other lands and to support loyally this novel approach to world-wide peace and prosperity stands to the eternal credit of American colleges and universities.

We have done a great deal in this important area. But suddenly we are painfully aware that we have not done enough. We have not been asleep but perhaps we have been drowsing. Our educational programs still reflect a great deal of isolationism in the sense that they are too inward-looking, too much concentrated on domestic affairs for this day and age.

What are the dimensions of the problem of world responsibility? Why is this problem of special concern to education?

On the first point, let us remember that from 80 to 85 per cent of our national budget continues to be related directly to international affairs. The 20 per cent of our agricultural production and 10-12 per cent of our industrial output that go into world markets indicate clearly the importance of keeping open the channels of trade as far as our economy is concerned. And the large number of essential raw materials which we cannot ourselves produce indicates how vital to our very survival is ease of access to foreign sources of supply.

Domestic problems are all in some way related to what goes on abroad. Rarely, if ever, do we find a decision on domestic matters made by our national government which is not tied directly and objectively to our foreign policy.

But no matter what statistics we cite nor how we evaluate the importance of our international responsibilities, we face the same conclusion: that in world affairs we as a nation have the broadest horizon and the greatest challenge to face. The very size and scope of this international challenge, plus the vital

interrelatedness of our domestic and foreign affairs, make the international responsibility of this nation of primary concern to the American people and hence, of necessity, of primary concern to American education.

It is trite but still true that our colleges and universities today are training the leaders of tomorrow, and how well this nation fares in the future depends directly on how well we are doing our job of preparing them for leadership.

Let us remember too that we are engaged in what is essentially a contest of intelligence—of thinking, both basic and applied. Marxism is an intellectual, not a political, concept. What we loosely term democracy is an intellectual concept. Both are ideas, powerful ideas, and the contest is between two powerful ideas almost diametrically opposed.

Most important of all, the masters of the Soviet empire deliberately chose to attack us at what should be our strongest point when they undertook to challenge us in the field of education. We can take small comfort in what our educational system has accomplished in the past, proud and shining as that record is. We must take into full account the probability, so strong as to be almost a certainty, that Soviet Russia has detected what it must consider to be a vital flaw in our educational system. The men in the Kremlin are too smart to attack us where we are strongest or challenge us to a race unless they think they can win.

Since this Association will devote the next several days to a discussion of what should be done in this critical situation, it would be unbecoming to attempt to offer the answers now, even if I were qualified to offer them. But perhaps you will consider a few suggestions.

First, there should be a renewed and intensified examination of our educational structure, subjecting to close and unsparing scrutiny both the content of individual courses and the organization of courses. We should be able to answer truthfully at the end of that examination whether we are wasting the time of students or faculties on non-essentials. The object of such reappraisal of course must be to find if we can, and quickly correct, the weaknesses the Soviet empire is seeking to exploit.

Then, I suggest, we must increase greatly the time devoted to the study of other cultures and other languages so that we can understand each other better in a confused and suspicious world.



Most of us are wasting opportunities outrageously in our failure to utilize on our own campuses the competences gained by our staff members who have served abroad. A very serious limitation of the present involvement of our educational institutions in international education is this one-way-street aspect. In spite of the original intention to develop our own competences and enrich our own institutional programs through contracts with governments and foundations, what we are doing basically is to transmit *our* knowledge in various technical fields to people in less developed areas without attaching enough importance to our own enlightenment. Many of our people abroad become so preoccupied with conveying our points of view that they close the door to learning from the foreign culture amid which they live and work. This should not be allowed to continue.

A third suggestion is that we greatly expand our programs in adult education in hope of kindling an increasing awareness of the importance of our world responsibilities and a much greater willingness to make such sacrifices as are necessary to meet the challenge of the times. This would not be an easy undertaking, but crucial questions are being posed to the American people and their representatives every day, and we cannot wait for decisions until years from now when today's students will have risen to positions of leadership. By then it will be too late.

A fourth suggestion is tendered with full recognition of the delicate relationships involved. It is that we improve our working understandings with the secondary schools whose graduates we accept as our students. Their administrators are as aware as we that the whole educational system is being looked upon by the American people with a critical eye and are as anxious as we to correct any deficiencies. We can make their task—and our own—far easier if we back them up in their efforts to improve their curricula, to place greater emphasis upon improved teaching, particularly in the sciences and mathematics, and to encourage greater achievement on the part of their students. Our admission standards are the targets at which they must aim in preparing students for college, and if we keep our standards high and insist upon their being maintained, then we can go a long way towards helping improve instruction in the secondary schools.

There may be disagreement among us as to some of these

suggestions but about some things there should be no disagreement.

One is that we will not yield up that remarkable diversity which has long been considered the major strength of American education. Let Russia have its uniform standards imposed by central authority. Let us hold tightly to our belief that the collective judgments of thousands of free men and women, expressed through school boards, boards of trustees, boards of governors, boards of regents or whatever, must ultimately prove superior to the judgment of one man, or a small group of men, conditioned always by the conviction that the citizen should serve the state rather than the state the citizen. We want no central control of our educational system, nor should we be tolerant towards any attempt to impose such control, rationalized though it might be by the necessity to meet a serious emergency.

Colleges and universities, large and small, public and private—each has its place and each contributes to the strength of our system and to that of our nation itself. We believe flexibility, adaptability and a wide range of educational opportunity to be far superior to rigid uniformity. The task before us is to prove the validity of our belief.

Furthermore we must defend aggressively our profound conviction that we dare not starve the social sciences, the humanities and the fine arts programs in our colleges and universities to feed programs in the physical and natural sciences. All of us have effective arguments in defense of this position but no one has stated our position better than Professor George Boas of Johns Hopkins University, speaking at a symposium on Higher Education and Long-Range National Security a few years ago.

He made the telling point that "when all is said and done, it is the philosophy and poetry and architecture and sculpture [of the cultures of the past] which have survived as dynamic forces."

After decrying the existing attitude towards students in his own field of philosophy and related disciplines, he went on to make this profound observation:

We are in a national situation where millions are being spent daily on studies the results of which will be weapons. The more deadly the weapons, the better. Pure science is tolerated because it is suspected that it may contain impli-

cations useful for warfare. Psychology and economics are tolerated because it is hoped that the former may teach us how to beguile the enemy successfully into treason or cowardice, the latter because it may teach us how to capture or destroy the materials vital to the enemy's defense. But the historian, the student of language and literature, and especially that human gadfly, the philosopher, are not encouraged. They are not essential to defense. They are merely essential to civilization.

With all due allowance for his natural prejudice, it may be that he has pointed out a fundamental weakness of which we must be aware—our tendency to place too much reliance on scientific facts and figures without due regard for the human factors that play a major role in determining human conduct and human history.

Certainly we can agree that our colleges and universities must continue to discharge their unique responsibility in our society, which is to preserve truth, impart truth, discover truth. On the last point, we must not barter away our birthright for the temporary advantage of lucrative research contracts. Let government and industry build the gadgets: let us devote our major efforts to good teaching and to the discovery of new knowledge, upon which all material progress depends.

One final point upon which we should all be in agreement: we dare not go to sleep when we get a bigger and better satellite into orbit, or should we be the first to stake a claim to the moon. The struggle for survival in which we are engaged will go on and on until the vast majority of the people on this earth are convinced that our social-political-economic philosophy offers them the best chance for personal happiness and peace, or are convinced alternatively that their best hope lies in giving up their freedoms and individualities and seeking oblivion and anonymity in the communist doctrine. And as long as this struggle continues, education will be in the front lines of the battle.

This is no time for despair. Strangely enough, we can find our greatest comfort in the history of our enemies themselves. When the communists seized power in Russia forty years ago, they ruled a people just emerging from serfdom, a country so backward by Western standards that it seemed impossible for it ever to regain its status as a world power. But even under the

handicaps of illiteracy, violent political dissension, lack of industrial capacity and the opposition of much of the rest of the world, communist Russia has made incredible progress to the point where it can now challenge the free world including the United States.

If they have come so far in so short a time under such handicaps, what could we do, with our great advantages, if we chose to dedicate our energies, our resources and our intelligence to the task of regaining supremacy in the area that should by all measures be our own? The possibilities are unlimited. The more optimistic among us feel with certainty that, if we have enough moral courage and conviction, we can not only catch the Russians; we can pass them and take a commanding lead in every field of decent human activity.

Motivating us to develop that necessary moral courage, that necessary conviction, should be the bright gleam of hope that, should we succeed, we could bring to the whole world the peace, the well-being, the shining future that have through the ages been the persisting dream of mankind and must certainly be the destiny intended by the Creator for those He has made in His own image. Should we fail, that gleam of hope may flicker and go out for another thousand years.

My own conviction, based partly on fact, partly on faith, is that we *will* succeed. I am encouraged in this belief by something a distinguished Filipino alumnus of Michigan State University wrote to me in a recent letter from Manila. Commenting on the state of world affairs and America's role, he gave me this quotation from an author he did not identify:

The distinctive feature of great nations is not their ability to behave well or righteously at all times but their capacity to produce greatness at a vital moment.

Many times in history America has produced greatness at a vital moment; the ability to do so has been one of our strengths as a people.

This is such a moment in world history. Can we produce that evidence of greatness again? If we are to do so, then higher education must produce much of the leadership, much of the moral strength, most of the trained intelligence so necessary to the task. At this critical period in world affairs, we cannot sleep.

## LET THE TEACHERS MEET

CHARLES R. KELLER

CHAIRMAN, HISTORY DEPARTMENT, WILLIAMS COLLEGE

NOT often does a college teacher talk to so many college presidents. Indeed a college teacher sometimes finds it difficult to talk with one college president—his own. I hasten to add that any resemblance between such a situation and that at Williams College is of course purely coincidental.

In this session we are concerned with improving curricula and raising standards. I suggest one way to achieve these desired results which has been little preached and less practiced. It is a simple suggestion: that school and college teachers meet occasionally to talk about their subjects and their courses. What I call a "sheepskin curtain" has descended between school and college teachers. School teachers are school teachers, college teachers are college teachers and seldom do the twain meet. As a result education has become a series of discontinuities instead of the continuity that it should be. Curricula and standards have suffered.

The sheepskin curtain should be pierced. Let school and college teachers meet, as partners in the exciting adventure of educating American young people, and what happens? Each group discovers what the other is doing; teachers learn to work together and to help one another. Familiarity breeds respect. Sometimes the college teachers make helpful suggestions which are accepted. Sometimes they find that they can recognize the college-level work which the schools are doing under the Advanced Placement Program. Or they become duplication-conscious as never before and rethink their courses. They learn the meaning of the word "articulation" as it is used in education and they try to build on what has been done in school rather than repeat it. They think of students as individuals and provide flexibility in their courses of study.

When college teachers make helpful suggestions or recognize what the schools are doing, they encourage the schools to do good work. When the schools do a better job, the colleges gain. When the colleges do less repeating of work already done in

school, everybody gains. "Communication"—"recognition"—"articulation"—these are key words in the improvement of curricula and in the raising of standards.

Communication comes about through conferences and inter-visitations. I shall talk mainly about conferences of the kind in which I have been involved at first hand. First I turn naturally to the Advanced Placement Program, subject-matter conferences which I have known since they began in June 1954—more than three years before Sputnik I and II—with biologists meeting at Wabash College, chemists at Kenyon College and historians at Williams College. Last June more than 700 school and college teachers attended eight such conferences: two English conferences, one at Haverford College, the other at Ann Arbor sponsored jointly by the Ann Arbor High School and the University of Michigan; the foreign language teachers at Phillips Exeter Academy; the historians at Vassar College; the mathematicians at Oberlin College; the biologists at Choate School, Wallingford, Connecticut; the chemists at Northwestern University; the physicists at Williams College—plus about 100 school and college administrators at Union College, Schenectady.

Let me talk about the conference in which I participated, the one at Vassar. Attended by about 95 school and college history teachers in the ratio of two to one, school to college, the meeting began with registration and refreshments on a Thursday afternoon; then dinner; then a light program in the evening. On Friday morning we discussed school history work, on Friday evening college history programs. Saturday morning we devoted to the advanced placement examination in European history, Saturday evening to the examination in American history. The two afternoons were free for informal talk, rest, recreation or trips to places of historical interest. A bit of historical scholarship was the feature of the closing session on Sunday morning, with a well-known historian speaking on recent interpretations of an historical period.

The College Board gave an honorarium to the conference director, provided a small sum for administrative expenses and paid the expenses of several examiners and readers. The host college graciously gave a dinner to the conference members and incurred some other expenses. Schools and colleges paid the expenses of their teachers.



And they got their money's worth—as they did at the other conferences, which followed the Vassar pattern. School teachers learned about college work in their subject; college teachers found out what the schools were doing; there was much good subject-matter talk. A high school principal has called this kind of conference the best in-service training that he knows. And I know at first hand what these conferences have meant to Williams College teachers and their courses. Articulation becomes meaningful; curricula are improved; standards are raised. Friendships are established that would otherwise be impossible.

At this point let me mention Advanced Placement Program conferences which two universities will sponsor in the near future. School teachers and administrators will meet with university faculty members at Northwestern University in late January and at the University of Arizona in late March.

We had experience with another kind of conference at Williams this fall. Results were good, and we shall do more. During the past two years it occurred to me that we at Williams knew nothing about the numerous schools, public and independent, located near us and that the school people knew nothing about us. The school teachers and the Williams teachers never met. Very unfortunate, I thought.

This fall, on a late October Thursday, we took advantage of the presence in Williamstown of Frank Bowles, president of the College Board, and arranged an afternoon meeting followed by a dinner, to which came 45 school teachers and administrators from fifteen schools in the vicinity of Williamstown and about the same number of Williams College teachers and administrators. On this occasion Mr. Bowles talked about the College Board and its activities, but Williams College people did establish contacts with school people.

With what results? One big high school in the area is working on its curriculum and standards. Next week some of our mathematicians, scientists, historians and English teachers will talk with the school's mathematicians, scientists, historians and English teachers. We have plans for cooperation with the Williamstown schools. In February several of us from Williams will visit another high school in the area. In the spring we look forward to having meetings for mathematics teachers and social

studies teachers in the area; and a school is planning a session for scientists.

Colleges, I am convinced, can do much for schools in their vicinity through meetings, through intervisitations, through just being friendly. The aloofness of members of college faculties from secondary schools has been most unfortunate. There is a real eagerness on the part of many secondary school teachers to work with college teachers. The amount of interest in secondary schools in quality education, in subject matter, in course content is very heartening.

A third kind of meeting I attended at Dartmouth last May—a meeting of the members of a college department with teachers of the same subject from schools which send students to the college. About 35 teachers of history in secondary schools were guests of the college history department from early Saturday afternoon through dinner on Sunday. Dartmouth historians became acquainted with school historians and vice versa; college teachers learned about college courses. Communication—articulation—curriculum standards, all were involved.

I mention another possibility, although I can cite no example except in the administrative field and I have to rely on second-hand reports. But I know that M.I.T. and Amherst have brought to their campuses school guidance officers, directors of studies, principals—in order to learn about the schools and to provide the school people with opportunities to see the college. I have come back quickly to the teachers, for in their hands, basically, lies the key to better articulation, improved curricula and higher standards, and I suggest the possibility of a well-organized conference to which are invited teachers of different subjects from a number of schools which send students to the college.

You can see that I am interested in getting teachers out of their classrooms and off their campuses. Too few teachers—and college presidents and deans too—attend College Board meetings. I am unhappy because meetings of an organization such as the American Historical Association are attended almost exclusively by college teachers, whereas the membership of an organization like the New England Association of Social Studies Teachers consists almost entirely of secondary school teachers.

When President Kraushaar once called me “a traveling salesman for articulation,” I asked him whether I could call myself



"an ambassador for articulation." His reply was "yes." In this role, I say that there will not be true advancement of education until there is true advancement of communication between school and college teachers. With this communication will come better articulation, improved curricula and raised standards.

## ON THE NEED FOR IMPROVED COMMUNICATION BETWEEN SCHOOLS AND COLLEGES

OTTO F. KRAUSHAAR  
PRESIDENT, GOUCHER COLLEGE

THE Commission on Liberal Education became concerned over the need for better communication and articulation between schools and colleges when it was scouting ways and means of strengthening and extending the influence of liberal studies. We proceeded on the assumption that a general education in subjects which liberate the mind and contribute to general enlightenment is an essential ingredient of all higher education—an assumption which is being severely challenged by the increasingly heavy demands for specialized vocational and technical training imposed by our world of vertiginous change. More recently, the realization that the U.S.A. has lost the lead in the race for the conquest of outer space is certain to increase the pressure to take whatever shortcuts may appear at the moment to be expedient in the interests of national defense.

We speak often as though the liberal arts college had a monopoly in the teaching of liberal studies, and there is a tendency also to identify the corpus of liberal studies with the humanities. But, as we know, the groundwork of a liberal education must be laid in the schools, and many post-baccalaureate studies greatly enrich general as well as specialized or professional education. Moreover the humanities are clearly not the sole avenue to a liberal education: the natural and social sciences and, under certain conditions, even vocational courses can have a liberalizing influence. Everything hinges on how these subjects are taught in school, college and university classrooms. If the aim is to create industrial robots who will sell their services at the earliest moment to the highest bidder, the student is unlikely to acquire a liberal education in the process, no matter what the subject matter. But the natural sciences pursued as a disinterested search for an ordered intellectual vision of the connection of natural events are an essential part of a liberal education.

In other words, the liberal arts are not an isolated or self-sufficient corpus of collegiate studies, but an element, an essential component, in the system of education as a whole.

It is debatable, of course, whether the educational establishment in the United States deserves to be called a *system*. Decades ago President Harper of the University of Chicago remarked: "In the United States we do not have a *system* of education, we just have schools and colleges." Historically, as we know, schools and colleges in the United States developed autonomously with but little reference to each other. The colleges came to flower before the secondary schools, and the latter were never conceived merely as steppingstones to college. As long ago as 1892 the notable Report of the N.E.A. Committee of Ten stated: "The secondary schools of the United States, taken as a whole, do not exist for the purpose of preparing boys and girls for college. Their main function is to prepare for the duties of life. . . ." As those words were written secondary schools and colleges affected only a minority of the population. Since then the United States has witnessed an educational expansion that amounts to a social revolution, with the holding power of the secondary schools increased to the point where upwards of eighty per cent of the age group now attend high school. At the same time fundamental changes in American life—industrialization, urbanization and the changing role of the family and other social institutions—have called for extensive modifications in the secondary school curriculum. The significant point is that this extensive transformation of the secondary school took place without taking into account sufficiently the needs of college preparation.

This entailed no grave consequences as long as the number of college matriculants represented only a small minority of the college-age group. But the same social pressures that rocketed the schools into near-universal education through twelve years are causing a steady increase in the demand for higher education—higher and higher education, as well as more thorough, diversified and specialized education.

It is plain that the *laissez-faire* days of American education are about at an end. The happy spontaneity and parochialism of earlier, simpler times appears now to be a luxury that can no longer be afforded in view of the heavy demands that are made on the educational establishment and the staggering cost that it entails.

High on the list of requirements in planning next steps in education is the improvement of communication between school

and college faculties in the interest of better coordination of school and college studies and the lifting of standards. The educational ladder, for professional training especially, has become excessively long and costly, and we may expect less and less toleration of the overlapping and faulty articulation between part and part that was tolerated in the past in the name of freedom, diversity or independence. We have arrived at a point in American education where, in the absence of an organic *system*, certain crucial problems can be solved only by joint study and action of schools and colleges or by colleges and graduate and professional schools. Besides the length and cost of education, there is the need for early identification and guidance of the best talent to staff the classrooms, laboratories and professional offices of tomorrow and the necessity of planning scholarship aid for those who need it, at whatever stage—a task which requires the cooperation of schools, colleges and graduate schools. There is the jungle of college admissions, now so wasteful and costly of time and human hopes, with the outcome too often decided by chance or failure rather than by guidance and good sense. Here the colleges need the help of the schools and the schools need better information from the colleges.

As an approach to these and related problems, a number of colleges and universities have held or are planning school and college conferences for the purpose of exploring ways and means of improving the articulation of school and college studies and other problems of the transition from school to college. These have received great encouragement from the travels of Charles R. Keller on behalf of the Advanced Placement Program, and from the example set by various subject-matter and other commissions of the College Entrance Examination Board—commissions composed of school and college teachers.

I wish to describe briefly two school and college subject-matter conferences representing different but typical approaches.

The first, a conference on "The Education of Chemists," was convened by Johns Hopkins University under the sponsorship of the National Science Foundation. It drew together high school science teachers and administrators and college science faculty from sixteen different Middle Atlantic, New England and Southern States. Topics for papers and discussions were arranged on the basis of a questionnaire circulated in advance. The stated

purpose of the conference was to discuss the aims of secondary school and college chemistry courses and how these relate to the common objective of courses intended for professional training and as part of a liberal education. Included on the program were papers on topics such as "The Role of Science in Liberal Education," and "The Teaching of Chemistry and Physics as a Unified Course." Provision was made also for discussion in small groups on selected topics.

The following comments on the conference by a visiting college science professor are illuminating: "We found the conference interesting and stimulating. It was my own opinion that the heterogeneity of the group made it somewhat less effective than it might otherwise have been. . . . The ignorance of many college professors about the problems of secondary school science teaching disturbed me again as it has in the past, and I hope that some missionary work was accomplished at this conference. . . . There are movements afoot to make the undergraduate teaching of elementary chemistry of greater value as a liberal subject in the college curriculum. These programs were discussed at some length, and I hope something will come of them."

As an illustration of conferences of another sort, I can cite our experience at Goucher College where we are convening a conference in January on "The Teaching of English Composition and Literature." Invitations were issued to 56 public and private schools in the Baltimore area and the District of Columbia and to 27 colleges and universities in the same area. The response has been extraordinarily enthusiastic. Goucher is the sponsor of the conference and is also footing the bill—which by the way is modest.

We hope to interest other colleges in joining us in sponsoring other conferences addressed to special topics in the humanities and in the natural and social sciences. We hope that these conferences may in time spark in our home area a "mutual accommodation" of schools and colleges in curricula, standards, teaching methods, guidance, scholarships and admissions procedure, and beyond that develop a rapport which will lead to a mutually helpful relationship in coping with the emerging problems of education in this restless time.

## WHAT CAN THE INTERNATIONAL COMMUNITY EXPECT OF AMERICAN CHRISTIAN HIGHER EDUCATION ABROAD AND AT HOME?

THURSTON N. DAVIS  
EDITOR-IN-CHIEF, *America*

SOME people, I suppose, still have the idea that a college president's job consists solely of a little high-level public relations work and a lot of genteel fund raising. If so, these folk have certainly not been reading the newspapers. That old cliché of the early 1950's got knocked into outer space when, on October 4, Sputnik I and then later half-ton Sputnik II took off from their launching pads somewhere deep in Soviet Russia. From that epochal moment on the role of the college or university administrator has been enlarged to that of statesman, prophet and master in Israel.

Early in October the American people realized that they were in trouble. The Russians, who only twenty years ago were not credited by us with enough technical know-how to fix a broken tractor, suddenly made an impressive and dramatic breakthrough in what had been, we always assumed, the exclusively American field of scientific and technological omniscience. It dawned on us that memorable October day that we had been outsmarted. Furthermore it was possible that we might go right on being outsmarted. Then came the globally publicized fiasco at Cape Canaveral on December 6, when our 55-hour countdown ended in a burst of flame and an international humiliation.

A long litany of demands and supplications is today being chanted back and forth. Basic research, tightened curricula, scholarships for young scientists, massive federal aid, new scientific emphases—we are hearing a lot about all of these right now, and we can be sure that Congress will reverberate with them from now until adjournment next summer. As these demands to do something—to do almost anything—rise in stridency, the college president begins to realize that everyone is looking at him. For when all the voting and mutual recrimination and blame-fixing are over, it will be the college administra-



tor who will finally be called upon to drop his dozens of other concerns and try to perform the educational and cultural miracles that will supposedly pull us out of the ditch.

The danger is not that we shall fail to "do something." It is rather that we shall do the wrong thing, do too much, do what we do without fully realizing what it is we ought to be doing. Quite conceivably, by next September we Americans could so mangle and pervert our school and college programs in a frenetic effort to stress science and encourage technology that it would take us a generation to set our houses in relative order again. I hope and pray that we shall not commit so nonsensical an error. In all probability wise heads will ultimately prevail in this vast national debate about science and the classroom, and doubtless when all the shouting is over no great harm will be wrought. But in the meantime, while the wise heads are being bloodied, we shall all know that we have been in a fight, possibly with everybody from Congress to the local PTA.

But let us make no mistake about this. Wherever those wise heads are, we must set about the task of finding them. For the position in which we stand today, and the decisions to be made if we are to extricate ourselves from it, are more portentous and more complicated than perhaps we realize.

The dawn of the satellite era is, it seems to me, the onset of a period of nothing less momentous than the testing of our entire culture and of our much-vaunted way of life itself. A prosperous, comfortable, highly materialistic people, riding the crest of a wave of abundance and self-complacency—we have suddenly been challenged. That challenge comes, it would appear, from a zestful and dynamic nation that has all of a sudden, in one of those strange leaps of history, moved from the grey somnolence of feudal backwardness into the bright wakefulness of modernity. (And this despite the fact that they are presently victimized by what is and will continue to be an almost paleolithic political structure.) Between us and our Russian challengers stands the remainder of the restive world, in part uncommitted, in part wavering, but every sector of it keenly awaiting the outcome of the struggle which has now so ominously begun.

What is to become of the world in the dreary and inhuman course of this contest between us and the Russians? Scientific

progress will go on: of this there can be little doubt. To some of us it already appears that we stand today only in the low foothills of what will soon be discovered to be a vast scientific mountain range, whose peaks are still veiled in the clouds of the future. But is there to be no other progress? Are all our collective energies to be poured into this one vessel? All the resources of talent and genius, all the material wealth of production, all the powers of human invention—is there to be no other outlet for them than a mighty contest of propaganda, as now one side, now the other, adds more propulsion to its rockets or concocts some new and grimmer horror of destruction?

Since I read the following lines in the November 25 issue of *Christianity and Crisis*, I have been haunted by them. They are from an editorial written by Dean John C. Bennett of Union Theological Seminary of New York:

One may fear that twenty years from now something like this may prove to be true: Two giants in the world—Russia and the United States—have devoted their resources to this mad race. They have both survived but they have both forgotten the purposes of survival. They have become more and more alike, with cultures dominated by the same technology, and the minds and spirits of their people have been greatly narrowed and impoverished. A few smaller nations that were not blessed with such wealth and power have been able to preserve elements of a humane culture; but these elements are as hard to find in one as in the other of the giants.

It is in view of a world through which stalk threats like these that American Christian higher education must lay its plans and set its policies. These decisions, which lie largely in your hands and in those of your trustees and advisers, will give our colleges and universities the form and regulate the climate in which for a crucial decade or so these institutions must attempt to meet the tremendous challenge of our time.

It is hardly possible to exaggerate the difficulties you face. For one thing, I am struck with the fact that all decision-making today with reference to our global contest with communism is beset with a most peculiar and confusing set of problems. These problems stem from the apparently contradictory urgencies which today press on us, our schools and colleges and our whole society.

What do I mean by contradictory urgencies? For example,



both armament and disarmament exercise their simultaneous demands on us: we must build an impressive arsenal for ourselves and the free world and yet at the same time we must convince the world that we are—as we truly know ourselves to be—genuine lovers of peace.

We must continue the present high level of taxation, and quite possibly raise it still further, and yet we must do all this in such a way as not to upset the delicate mechanisms of our free economy.

Just at the moment when the very closest attention is required for the intricacies of the international scene, we find we must turn our eyes and our energies to such tragic domestic dilemmas as the one dramatized last September on the steps of Central High School in Little Rock.

In the field of education we are pressed to gear our programs and curricula to a dominant emphasis on mathematics and the physical sciences; yet we know that these new programs, important as they are to the defense of the free world against Soviet tyranny, must not deflect us from a long-overdue drive to preserve, deepen and intensify our concern for the arts and the humanities.

It is small wonder, as our people face these complicated and often contradictory demands, that there exists in the country an atmosphere of ambiguity and even of confusion. If ever we stood in need of a solid consensus of popular sentiment and conviction it is now. There is more than enough conformity, but vital public opinion, it seems to me, is at present quite pathetically disorganized. Society has never possessed so many means with which to shape popular feeling. Never before have so many persons been engaged in the work of forming it. Yet, despite all our public relations officers and all our opinion-molding techniques for explaining our objectives to one another, we are shockingly short on clear collective concerns and solidary national reactions. Students of Madison Avenue might elaborate on this more competently than I. My purpose is merely to mention it as a factor that complicates the decisions to be made by Christian colleges as they plan to live and grow in the Sputnik age.

It is a difficult task for colleges and universities to rise above the dead level of national cultural life. Conformism of thought,

behavior and attitude thrives today in a society of other-directed people. An economy of easy abundance has softened us with comforts and packed our veins with fats. More than we like to admit, we live by slogans, because sloganeering has become so accepted a technique of the advertising world that floats and sustains our economy. The sad result of all this—in politics, public affairs, education and most of the broad areas of spiritual and cultural life in America—is that too many people have lost the ability to argue discursively, to reason things out for themselves or even to grasp a point that resists the shrinkage necessary to tuck it into a TV commercial.

These rather dour reflections on our present state of mind and opinion must form, I feel, the realistic background for the decisions a college has to make about its responsibility as a Christian institution to the international community. I wish I could honestly say that in speaking these reflections aloud I am overstating the case. Frankly I do not believe that I am. We are face to face with an immense challenge to our culture. What we are being asked to do today is begin the dolorous job of mending the torn and shabby spots in the American character itself. Unfortunately, these rents and tears are there to be mended. The colleges, in their zeal to help our nation in its emergency, are certainly not afraid to look closely at the weave of the current American fabric.

Vance Packard, author of "The Hidden Persuaders," recently (*America*, 14 December 1957) analyzed an Army report on GI's who turned collaborators during the Korean war period. Packard reports:

A third of all the GI's captured were guilty of some form of collaboration; and 38 per cent of them died in captivity. In contrast, of the 229 Turks who were captured, not a single one of them became a collaborator and not a single one of them died.

Packard blames it on "a new softness" that has wormed its way into the American character, displacing our old Yankee resourcefulness. Continuing, he writes:

In captivity they (the GI's) often abandoned fellow Americans wounded along the roadside; they cursed their own officers; the strong in prison camps regularly took food from the weak; and in some instances they rolled fellow

Americans helplessly ill with dysentery out into the cold to die.

Again he writes:

Much has been made of the cruelty of the Chinese captors in inducing Americans to become collaborators. The Army reported that there was not a single authenticated case of the Chinese resorting to cruelty to induce men to become collaborators. Instead, the Chinese often used wiles and mental pressure. In some cases the "cruel" Chinese simply smiled at the Americans, slapped them on the back and offered them cigarettes. Turks in contrast managed to maintain discipline and high morale within their own group. When a Turk became ill, two men stayed with him and nursed him until he was well. And every crumb of food and piece of clothing was shared equally by the Turkish soldiers.

It would be unfair to load upon our schools and colleges a preponderant part of the blame for this disgraceful record. Our entire society must shoulder the weight of this responsibility. But our schools and colleges and universities cannot afford to shrug off those elements of the problem that this report puts squarely upon the educational establishment as an essential and significant part of the society that bred men of this stripe. What lessons are to be learned from this account of the behavior of our young men under the severe pressures of war and captivity?

If I may dare to draw some conclusions from the line of reasoning we have been pursuing, I would like to propose that we ask ourselves a question and then try to answer it. Do you think that our colleges and universities have for too long a time exalted the vague ideal of the uncommitted mind and the uncommitted conscience? By this I mean that in many instances our colleges and universities have overtly or tacitly refused to take a stand on, refused even to confront, all the great and central questions that entwine man's life, meaning and destiny. The ultimate springs of this failure lie deep in modern history and philosophy. Their floodwaters have today swept in torrents over large parts of the world, submerging many of our institutions in what is variously called positivism, sensism, secularism or the scientific view of life. In such a climate it is impossible not only to answer but often even to ask the ultimate questions about God, sin, free will, conscience, duty, human rights and the life of the soul after death.

Each of you is well acquainted with this dilemma, for in varying degrees it affects all of you on all your campuses in our pluralistic American world. The devout Latin motto on your seal does not deceive you into thinking that in many cases the words enshrined there are discussed, in your textbooks or your classroom instruction, as other than "meaningless." The ideal constantly held before the student is to stand unwaveringly aside from final intellectual or spiritual commitment. Such a posture, and such a posture alone, we seem to be telling him, can be sincere, manly or even thinkable. To support this gospel, we draw our epistemology from the physicists, our cosmology from Dewey and Justice Holmes, and from Nietzsche a theology that proclaims the death of God. Then we leave the young undergraduate, fixed with firm lack of commitment in a universe without purpose or meaning, to bone up in private on acceptable behavior patterns out of a fat volume of statistics by Kinsey.

I do not say that blame for the disgraceful conduct of the GI's who grabbed the last crust from their fellow prisoners in Korea should be pinned exclusively on our colleges and universities. Few of these men, in all probability, had ever attended college. But if we keep in view the interdependent kind of society we live in here in the United States, it should be clear to us that popular attitudes and popular behavior patterns are not unaffected by the moods and commitments of our universities. Where there is no commitment on one level, there is likely to be no principled loyalties on other levels either. Professor Francis G. Wilson, in an article, "Public Opinion and the Intellectuals," in the *American Political Science Review* (June 1954) says that "the transitions of society can be marked by the changing character of the intellectuals." Paul Bourget's famous novel, "The Disciple" (Scribner, New York, 1901) still throws light on this question. The university whose last word of doctrine on the mystery of death and human mortality is to quote Stonewall Jackson's "Let us cross over the river, and rest under the shade of the trees," should not be shocked when GI's curse their officers or abandon their dying buddies on the shore of the Yalu.

As an alumnus of Harvard, I yield to few in my admiration for that great university or in respect and love for many of the eminent and gracious men who lecture there. But fond memories and old loyalties cannot change my opinion of the wisdom of a

passage I read recently in the November 1957 alumni magazine, *Harvard Today*. It would be unfair to quote from Professor Raphael Demos' article, "Edge of the Abyss," which appears in that issue, without saying that his proposals are aimed at putting "meaning"—as he states—into the life of an undergraduate. Moreover Professor Demos' formula is not patented by Harvard College: it is filled with echoes that you may recognize from your own alumni bulletin and college catalogue. Be that as it may, I take issue with Professor Demos at the point where he writes: "When a student leaves the family and enters college, he leaves not only its physical presence, he takes leave of it morally too. He withdraws from its disciplines and its values."

The Alford Professor of Natural Religion, Moral Philosophy and Civil Polity, continuing what was originally an address to Harvard seniors just before their 1957 commencement, then says:

Between life in the family and its values on one hand, and life in the world and its values on the other, is the period of college *when everything is put on trial*. This is the moment of true freedom, of questioning all received standards and ideals. This is Ernest Hemingway's "moment of truth," when a student is entirely on his own to shape his values and destiny, before being sucked into the whirlpool of the world. (Emphasis added)

It is also, as Professor Demos goes on to state, a moment for making "basic commitments." But I cannot help asking what "basic commitments" are possible or likely for the student who, having cut the moral ties that bind him to home and its values, must go, wandering alone in a fog of relativism, to the "edge of the abyss." Have we really done more for him than invite him to share our own miserable confusions and uncertainties?

Three weeks ago I received a letter from a distinguished public servant, whose son is presently a sophomore at one of our better known Ivy League universities. He wrote to me, a total stranger, to tell me (and I quote his letter with his explicit permission) that his son

... is a very confused and insecure young man—and so, I find, are his intimates, at least among his classmates. The present is insecure because they have no fixed values and the future seems insecure because they, like everyone else, are unable to grope in their minds through the fogs which seem



to be settling down on the world generally; they have no confidence whatsoever in the present leaders who do not inspire them; and in particular they do not feel that they can chart any course because of the hump of military service, while the land beyond seems barren and purely materialistic.

Apropos of his son's religious life, this gentleman went on to explain that the institution at which the boy is enrolled has a regulation demanding that on Sundays freshmen and sophomores must attend a church service, and at the end of the month present signed certificates from an authorized clergyman testifying that they have been present at a "house of worship."

My son (he writes) found the College Chapel arid and then, without any guidance, he and his fellows shopped around. They found that the Jewish Synagogue holds a religious service on Friday evenings. They could get their certificates signed by the Rabbi and have the weekend off. This, then, is my son's religious life at the university and the religious life of all his roommates and others, notably those playing on one of the major teams. In other words, my son, at present, is in a religious sense in a vacuum.

I certainly would not dare to say how often you have met this same young man on your own campus or on the campuses of a hundred other church-related colleges. But it might be a profitable exercise to ask yourself whether you are about to sign his diploma and enroll him among your other distinguished alumni. As he came up the shaded old college lane four years ago, he was probably told that he had come here to make "basic commitments." If he goes down that lane again four years later without them, could it be because, when he had cut all his moral ties and come to his "moment of truth," he suddenly remembered a well-taught lesson that after all there really is no truth?

Queen Elizabeth II, speaking to her Commonwealth on Christmas Day, remarked on the speed with which "things are changing all around us." People, she said, "feel lost and unable to decide what to hold on to and what to discard." We must not blame modern inventions, she said. "The trouble is caused by unthinking people who carelessly throw away ageless ideals as if they were old and outworn machinery."

We of this age are engaged in a titanic struggle with a power whose ebullient new energies we have only begun to understand and appreciate. The ultimate outcome of this contest is in the



hands of a God whose provident hold on human history is such that he allows us full play for free will and human responsibility. A large measure of our freedom and responsibility lies in the area of ideas. Can we renew and revitalize before it is too late, what Walter Lippmann has felicitously named "The Public Philosophy" (Little, Brown & Co., Boston, 1955)—that constellation of principles and reasonable laws which, until rather recent times, formed the bond of civil society? Mr. Lippmann holds, you will remember, that such a rational consensus can again be revitalized. But if it is not revived and restored, he writes:

... then the free and democratic nations face the totalitarian challenge without a public philosophy which free men believe in and cherish, with no public faith beyond a mere official agnosticism, neutrality and indifference. There is not much doubt how the struggle is likely to end if it lies between those who, believing, care very much—and those who, lacking belief, cannot care very much. (p. 161)

And then, driving his argument squarely onto our campuses and into our classrooms, Mr. Lippmann concludes:

I do not contend, though I hope, that the decline of Western society will be arrested if the teachers in our schools and universities come back to the great tradition of the public philosophy. But I do contend that the decline, which is already far advanced, cannot be arrested if the prevailing philosophers oppose this restoration and revival. . . (p. 178)

Against this background, as I see the problem, Sputniks I and II and all the fears and panics they have engendered fall into their proper places. The responsibility of the Christian college to the international community of the twentieth century can never be fulfilled merely by stepping up basic research, increasing scholarships or making calculus compulsory. Of course we shall have to make important decisions in all these areas of science and scholarship. But they will all be made in vain unless we perceive that there are even more pressing and more instant demands on every college and university in the free world. Some of these needs, as they are reflected in our contemporary cultural, intellectual and spiritual ambiguities, we have spent the last half hour in exploring. Now, if time does not run out, we must dedicate the rest of our lives to resolving these same dilemmas on our campuses and perhaps even in our own souls.

## AMERICAN CHRISTIAN HIGHER EDUCATION AND THE INTERNATIONAL COMMUNITY

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IN this and other sessions of this annual meeting the general position of the United States in world affairs has been and will be stressed. I shall spend but little time on it except to say two things by way of introduction.

The first of these has to do with the many-faceted nature of our problem. When a nation is threatened and challenged at the survival level, as we find ourselves today, there is a curious and dangerous tendency for people to seek escape in the direction of their earlier prejudices. Some look to heightened military power—at all costs. Each has his own Maginot Line to construct. Others believe that economic solvency and progress for ourselves and others contain in themselves the way of salvation. At least they would turn America over to the communists with a soundly balanced budget. Others find their particular panaceas in the eradication of internal subversion as the way of national strength—at times without bothering to give a definition of subversion accurate enough to distinguish between communist dogma and the healthy ferment of new and creative ideas. Still others—and I suspect that our group is unusually susceptible to this temptation—believe that the forces of the mind and spirit are not only ultimately the most important (with which I would agree) but are in some unexplained way completely and immediately adequate in and of themselves.

Of course our problem is really all of these—military, economic, subversive, spiritual—and, if what I have to say concerns primarily the last, it is not in any sense to underrate the others. It is only so that we shall not claim too much for our point of view.

The second matter has to do with America's present responsibility. Without going into the question of our oft-called "leadership of the free world," we may still ask ourselves what the consequences for that world would be if the United States should make an error in even one of its major military, economic, politi-

cal and spiritual decisions. On the other hand, lest we overvalue our own role in such matters, let us ask equally frankly what would be the consequences to us as well as others of wrong decisions on the part of almost any of our free-world colleagues—of a France drained of her military power by too slow an abandonment of colonialism; of an England with an Aneurin Bevan ready to appease, not Hitler, but the Soviet Union; of an outbreak of war between India and Pakistan; of an Indonesia descending into chaos; of a hundred other possibilities for spiraling catastrophe outside, if not our influence, at least our control. We need these other peoples almost as much—perhaps as much—as they need us.

We are in this mess together. It is in this mood that we Americans must consider our particular responsibilities. Fortunately no contradiction between our idealism and our self-interest as yet appears on the horizon to create a national schizophrenia.

We of the Christian colleges must be willing to take ourselves seriously. To our campuses come thousands upon thousands of the leaders of the next generation from all continents; on our campuses attitudes are formed which may determine the international relations of the United States for the next fifty years; from our campuses will go out to other nations in the years ahead, not only a million tourists and a million soldiers, each an image of America to those whom he meets, but also a number, perhaps not so large but much more significant, who will spend (as breadwinner or wife) a year or many years in work overseas.

How does our distinctively Christian approach relate itself to these groups—to our guests from other nations, to our citizens who are ultimately the determiners of our international policy and to the transient and career Americans who go abroad?

First a relatively brief word about what we do with and to those who come to us as students or professors from other nations.

That our church-related colleges are "student-centered" in their approach—more so, perhaps, than any other group of higher educational institutions—is our belief. Moreover we are witness to a deep conviction that knowledge by itself is not enough. Life must have meaning; the individual must have norms and values. These things we believe and these we teach. In such a setting a student from Korea, from Egypt, from Mexico

is to us a personality to realize his possibilities and not a mere mind to absorb facts.

As educators we must sustain standards that inspire his respect. As Christians we greet him with friendliness, and more deeply with that *ἀγάπη*, that outgoing love which should be our hallmark.

Do we in fact do these things? The verdict of the foreign students themselves is disturbingly mixed. The mores of our undergraduates far too often substitute conformity for ethics. The fraternity system, for example, has never been regarded as a particularly democratic factor. Can we honestly say that our students are excited about the really important things? I do not know, but the answer matters greatly in the impact of our colleges upon these visitors from overseas.

A second and greater responsibility of our Christian colleges is to confront our own American students with the international dimensions of our domestic policy. If we are to win the cooperation and serve the common ends of the free world, we ourselves must not only command respect and inspire trust, but there must be a magnetic quality about us that will prove more attractive to the as yet uncommitted world than the image which the communists present of themselves. The virtue of humility is a Christian virtue, and it is good for our souls to see what the image of America is in the minds of others.

Insofar as the miasma of terror and slander gains a foothold in our government and our communities, these things become America to many. Conversely, in so far as we keep the gift of laughter, the spirit of public service, the integrity of our democratic process, I have no fear, and I charge our Christian colleges to see that these prevail. They are of our ethos.

Insofar as the mob of Little Rock, the terror of Levittown make a mockery of our democratic pretense, the billion and a half non-whites on this planet may equate these things with the status of captive peoples behind the iron curtain. Conversely, in so far as the churches of Little Rock and the will of our national government seek a better way, in so far as fraternities here and there on our campuses choose the path of racial equality ahead of their national affiliation, then the equality of all men before God finds its vindication. May our Christian colleges be in the forefront of this.

Insofar as our movies and their actors and actresses reflect the morals of the barnyard, and our soldiers overseas make the peoples with whom they are associated wonder where are our decent American men, the spectacle of crudity and immorality on the part of the other great world power cannot wholly erase the image. Conversely, insofar as the tone and challenge of our Christian colleges can in practice harness the fires of youth to a personal idealism, later to find its expression in a Christian home, we can roll back the present image and prove our commitment to a better way.

Insofar as trivialities—conspicuous consumption, Madison Avenue, chrome, 300 horsepower and the banalities of the cocktail party—pass muster as the characteristics of our culture, not even the soulless materialism and “party-line” art of the rival system will wholly repel. Conversely, insofar as on our campuses there become a part of the very character of our students a love of excellence, an appreciation of all that is great in the worlds of art and music and drama, we make by no means the least of our contributions to the world loyalties of tomorrow.

Insofar as there are in our business and industry pockets of that crude capitalism that would profit through scarcity, or sectors of the labor movement infected with goonism—or the two conspiring together—the economic fallacies of Karl Marx do not seem so blatant. Conversely, insofar as the Christian spirit and doctrine can find expression of its great concept of a “body and its members” in capital and labor alike, and insofar as our Christian colleges can send to the labor movement as well as to business those who regard participation in both as a Christian calling, the people’s revolution that is modern capitalism has a far better chance of becoming the wave of the future.

On the world scene we must appreciate the fact that the uncommitted nations are not basically uncommitted because of fear. Their reasons for not having chosen sides do include of course a feeling that in this fashion they are less likely to be involved in war. I do not agree with them in this, but I respect their sincerity in so thinking. Then their spirit has so often been bruised by evidence of the white man’s unconscious contempt for them, colonialism has so often been an instrument of exploitation, that their reaction against this colonialism has gone to extremes which their later, more mature judgment may cause them to



regret. More basic however is the fact that these peoples have not yet decided what they wish to have as the architecture of their future. They are eager to adopt for themselves a way of life which shall make possible the finest expression of their own tradition, but at the same time they are eager to borrow from other cultures whatever elements are in harmony with the intrinsic dignity of man and with the opportunity which they desperately crave for their peoples to flourish economically, socially, culturally and spiritually. To the Soviet Union and to the United States in a peculiar sense they are turning with a great question: "What do you have worth the having which we can use?"

In giving these examples I am saying two things. First, if the best we can do is to confront the totalitarian statism of the Soviet with a crass, self-centered, hedonistic individualism, the result is, to say the least, in doubt. If on the other hand we reach deep into the inexhaustible resources of our Hebrew-Christian tradition and draw from it the dignity, the excellence, the purity, the self-sacrifice, the richness of life, the view of man and history that dwell therein, no force on earth can equal its magnetism. This is the international dimension of our domestic life. The potential contribution of our Christian colleges thereto is incalculable. No fear of giving offense need inhibit us. No lowest common denominator of religious faith or lack of it, no ethical relativism need block our witness.

If also we can touch the imagination of our students and instill a wisdom that will see the world-wide responsibilities of America—as wide as the love of Christ, our Leader—then they and we will be ready, not so much to die for Phnom Pneh as to live for Phnom Pneh, and for Addis Ababa and for Asuncion and for Oslo and for London—yes, and eventually for Warsaw and Moscow—as well as for Washington and Wichita.

In a very special sense our institutions of higher education in general and our Christian colleges in particular have still another role to play in the international community, as our graduates in increasing numbers are finding careers in other nations. In this regard the America of the second half of the twentieth century will play a part similar to that played by Britain in the preceding century. This is our "manifest destiny"—to bear a very considerable share of the economic, technical, educational, health



and other responsibilities of large areas of the world outside our own borders. We do this, not as conquerors, overlords or colonizers. These concepts are dying or dead. We must do it as we do many things within our own land—as cooperators in an atmosphere and with an attitude of mutual respect. That we do not sacrifice our own enlightened self-interest thereby is a welcome extra dividend.

It is to the everlasting credit of Georgetown University that as a Christian college she first of our institutions saw the importance of preparation for overseas service at the undergraduate level, when she established the School of Foreign Service. Other institutions, both Christian and secular, have established programs also—chiefly at the graduate level. As you doubtless know, the Methodist Church has set aside a million dollars to establish this coming year at the American University a school of international service, which will have both an undergraduate and a graduate program. Its commitment will not be denominational but to ecumenical Christianity.

It is not of our school and its program, however, that I would speak. Rather it is of the problem of what role a Christian college—any Christian college—could and should play in the international community, insofar as its graduates consciously plan to commit themselves in some fashion to this field for their life work. It was this question which we faced at American University. The answer that we found to it may well have a wider application for you as well as for us. We realize that, whether as episode or career, many—perhaps most—of your graduates and ours will spend a not inconsiderable part of their lives among other peoples.

A study by the Maxwell Graduate School of Syracuse University, sponsored by the Carnegie Corporation, gave the first fairly accurate estimate of the number of civilian Americans actually employed overseas. They number about 100,000, and this number is likely to increase. You may be familiar with the detailed figures: 34,000 working for the United States Government (over 22,000 in defense, over 7,000 in the Foreign Service); 28,000 with church missions; 22,000 with American business; 3,000 with international organizations. Considerable numbers are engaged in educational and humanitarian enterprises.

Many of these Americans are successful—enough to identify

some of the qualities making for success. Many of them have been failures—enough to identify other qualities making for failure. Many more of them have neither conspicuously succeeded nor conspicuously failed: their story is essentially that of lost opportunities.

Those with whom we have taken counsel have been in remarkable agreement as to at least six factors that make for success, and the absence of which makes for failure. Three of these are not peculiar to Christian higher education. In the other three there would appear to be elements for which a peculiarly Christian commitment can best be relied upon.

Of the three secular factors, skill in the performance of the specific task is obviously of cardinal importance. An engineer must know engineering; an agriculturist must be able to farm; a scholar must be master of his subject; a businessman must know his job. In anything I may subsequently say, I take this for granted.

Ability to write and speak in clear, effective, orderly fashion is a strongly favorable factor in many overseas situations.

If such communication can be in the language of the people an American serves, his effectiveness is greatly enhanced. The will to master another's language the better to serve him may be religiously motivated; the skill to do so is secular.

There are however three other factors in success in "overseasmanship" which would appear to be, if not exclusively associated with the Christian world outlook, at least so likely to be strengthened by it as to constitute a special responsibility and opportunity for the Christian college. In all probability they are best acquired during the undergraduate rather than the graduate years, though naturally the latter can and should make a considerable contribution.

The first of these factors I shall call "cultural empathy" for want of a better term. It is the ability quickly, skilfully and appreciatively to understand a culture other than one's own. To do this is of course a matter of skill, but is more than this. There is an attitude as well, which makes the skill more easily acquired and assures its successful application. That attitude is an "outgoingness," an ability to enter into the thoughts of another with sympathy and understanding. To contemporary applica-

tions of the concepts of cultural anthropology and social psychology as well as to history we may look for our tools and facts; from the Christian view of the person comes the wisdom to apprehend, the dynamism to care, the tact and patience to disarm and win. Other cultures have values, which are as precious to those who hold them as ours are to us. From them we can learn, and Christian humility belongs in the realm of intellect and idea as well as in the field of morals. I am afraid our American expression of the Christian faith does not always do too well with humility.

But no American need be ashamed of his own authentic American tradition; and an American going overseas must have not only an objective understanding of our own values but also an affirmative commitment to them. He will meet criticism, both informed and uninformed, both fair and unfair. Meet it he must, but with intelligence and discrimination. Thus he will win respect for America as well as for himself. What are these values? Surely the American dream of equality of opportunity is part of our heritage; it is also Christian in its essence and origin. That "man is endowed by his Creator with certain inalienable rights" is as true today as in 1776—including "*by his Creator.*" The Christian conscience was a major force in turning private capitalism into an institution that recognized its obligation to serve. The "public interest" is at heart a religious concept, and our officials (both elected and appointed) operate, more than we realize, thereunder. American studies are the instrument; the Christian faith can be the inspiration for this vitally important component in "overseasmanship."

Finally an American overseas, even more than at home, needs a satisfying personal philosophy. He will be living in unfamiliar surroundings. No longer will the customs and conventions of his own land be available vicariously to sustain him. What he may have taken for granted without thought is taken from him, and he knows not how to think. Far too often he finds his intellectual, emotional and moral stability impaired. The imperative of an adequate philosophy which includes a living faith stand out stark in his intellectual loneliness.

We who are here today are committed to Christianity in our major approach. We believe that a philosophy so grounded is

most likely to be satisfying and adequate. Yet we would not practice indoctrination, nor would we impose dogmatic tests on our graduates.

What we can do is to confront the student with the over-riding importance of finding a philosophy and a faith adequate for the years ahead. What it is, or what it is to become, is for the student to work out in an atmosphere of complete freedom. Our responsibilities lie in the confrontation, and in assistance to the student in identifying those questions to which he must find an answer. They lie chiefly in the fields of value, ethics and religion—that is to say, in the meaning of life itself.

These then are the measure of opportunity of our Christian colleges to contribute to the world community. Military strength, however powerful, economic achievement, however great, even scholarship, however dazzling—these by themselves are not enough. What we think, say and do must be touched with the finger of Christ, if we are to be at our best in the healing of the nations. To us in freedom is given the responsibility in such a time as this—a responsibility to make no little plans that lack the magic to stir men's souls. Rather must we kindle in our students the sense that not only to a person but to a nation also is the call given to "be noble, that the nobleness that lies in others sleeping, but never dead, may rise in majesty to match thine own." To build at home the Kingdom of God among the free, to go as fraternal workers with other peoples in their struggles and aspirations; to keep courage high and vision clear—these are the destiny of America.

## TODAY'S SITUATION IN LATIN AMERICA AND ITS IMPLICATIONS FOR AMERICAN HIGHER EDUCATION

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WITH the launching of the Russian satellite there is no use ignoring the fact that we have lost a lot of prestige throughout the world. The spectacular Soviet victory in science, industry and propaganda will make the Russians more truculent. That means that we must repair and try to keep in shape our international fences. And to do so we should reexamine our status with both foes and friends and our future relations with the latter.

The success of the mechanical moon has renewed the idea of going to the natural moon for minerals and metals. That is however a long-range forecast. In the meantime, without neglecting the probability of a new conquest of outer space, we should be realistic: we should pay close attention to what we have in our own world—here in the Western Hemisphere, a continent almost twice the size of Europe, with one country, Brazil, which alone is larger than the United States of America.

Toward the end of World War II General Marshall stated that victory could not have been won without the aid we got from the region of the Amazon. Another well-informed strategist, Mr. Seversky, said that "The United States can not fight a modern war successfully without the natural resources of South America."

Nevertheless only a little over 2½ per cent of the many billions spent by the United States for help to foreign nations has been assigned to the countries to the south, where on the other hand American private capital has placed 35 per cent of its foreign investment.

If we realize, for example, that only 2 per cent of the 3,290,000 square miles of Brazil is tilled, if we stop to think that our own land is not sufficient to produce food for the generations to come, we shall fully appreciate the importance of Cornell Professor

Arthur R. Mosher's statement that the key to Latin America's future lies in the development of her agriculture.

Therefore it will be to the benefit of all concerned to use more of our money in proper technical assistance to our neighbors. Such aid would be sounder if at least part of the personnel carrying it on knew how to talk the language of those republics and learned something of their history and mores. For, as Professor Mosher points out, "the handicap of the United States in its new role of international prominence and responsibility is its limited understanding of other peoples."

Do we give Latin America the importance it deserves—for our own good and to promote continental good will and world peace?

It seems to me that we are victims of confusion if we fail to distinguish between the governments of Latin America and the peoples of Latin America. Not infrequently life down there is a more or less silent war between the chief of the state and his subject masses split up into political factions; those in power do not always represent the will of the majority.

We should feel pleased when the republics of this hemisphere show a good record in their mutual relationships as compared to the European panorama. The Declaration of the Principles of the Solidarity of America, for example, approved at Lima, on 24 December 1938, is something we should be proud of:

That the peoples of America have achieved spiritual unity through the similarity of their republican institutions, their unshakeable will for peace, their profound sentiment of humanity and tolerance, and through their absolute adherence to the principles of international law, of the equal sovereignty of States and of individual liberty without religious or racial prejudices; . . .

Wonderful words indeed! But, to begin with, the United States Congress does not look at Latin America as it did under the leadership of Franklin D. Roosevelt and of Secretary of State Cordell Hull. After World War II was won on the battlefields, Washington began to forget Latin America. And the suggestions of the President of the United States for correcting this incredible mistake, after listening to Milton Eisenhower's report on Latin America, have fallen on deaf ears. Consequently the people of Latin America, comparing the attention shown them during the hours of emergency with what they began getting afterwards, believe that the United States is only a war-time



friend, not a constantly reliable good neighbor. It has been an undoing of what took diplomatic skill and political ingenuity to build.

It is most pertinent therefore to quote an authority in this field, Dr. Adolf A. Berle, Jr., former Assistant Secretary of State. He has devoted special attention to these matters in his "New Directions in the New World" and in his "Tides of Crisis." I will quote from the second book:

It is a poignant fact that the mass aspirations of the Latin American proletariat think of the United States as a focal point of hope. Disappointed, these masses, unless they find swift solution in their own countries, will turn to other leadership. In a sense, the United States must be a powerful factor in raising the standard of living throughout the whole region, or stand in danger of losing the very base of her outstanding position in the twentieth century world. Rarely has an issue been presented in such obvious terms.

It seems to me that Dr. Berle's significant words fully support my previous statements. I wish nevertheless to mention two personal experiences that may open our eyes. In La Paz, Bolivia, hecklers mobbed the doors of the university auditorium, shouting that no one should listen to my lecture on the Commonwealth of Puerto Rico. The picture of the small Caribbean island enjoying freedom and prosperity in its voluntary association with the United States, under the leadership of Governor Munoz Marín, is not rosy in the eyes of anti-American observers.

It was 24 August 1954 when my plane landed in Rio de Janeiro. It happened to be the epoch-making day when the Brazilian president, Getulio Vargas, committed suicide. The following morning, while his coffin was being carried out of the executive mansion, something full of meaning happened. The motto on Brazil's flag is "Order and Progress"—*Orde e Progresso*. The nationalist followers of Vargas were accusing the American oil interests of being morally responsible for his fatal decision—an unfounded accusation but a devastating one to inflame blind nationalism, Latin America's capital political sin. The flag covering the coffin was displayed in such a Machiavellian way that the only visible letters were the last four of the motto—ESSO, the brand name of the Standard Oil Company—thus associating the "martyrdom" of the national hero with the evils of North American capitalism.

If you remember the Lima Resolution I have quoted, it spoke of agreement upon "individual liberty without religious and racial prejudices." And now we come to another personal experience. More than once, when in private conversations I was explaining the American way of life in Latin America, I was asked a question that soon became familiar: "How can we believe in the honesty of the United States as a democratic nation when Negroes are so ill-treated there?" I usually began my answer by painstakingly enumerating the orderly progress that has been achieved even in some portions of the South. Then I would call attention to the fact that only the dramatic or the disgusting side of the picture was known: first because no news is concealed by American publications and information agencies; secondly because negative aspects are emphasized in the press as sensational material.

It would have been easy to remind some of my frequent questioners that the huge Indian masses in not a few Latin American republics are victims of the blackest ignorance, of irritating abuses and sordid crimes that sink them to the bottom of animal misery. On the other hand, they could have reminded me that more than once an Indian has become president among them, the greatest being Juarez of Mexico. But such comparisons, and the exposure of social maladies elsewhere, would not alleviate the ugliness of ours. And furthermore none of those countries ever contracted the ethical responsibility of the United States—"a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal"—and "that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, and for the people, shall not perish from the earth."

Using soldiers in a peace-loving community to stop colored students from attending public schools is not only making an offensive spectacle of government but taking a dangerous step that, internationally speaking, will hurt us more than anything else I can think of.

Needing, as we need, the friendship and the cooperation of *all* Latin America, and with the important and ever-increasing role that Asia and Africa are playing in the world today, it is high time to realize that if we wish to keep good international relations and avoid making new enemies we must act with Chris-

tian tolerance: "And whether one member suffer, all the members suffer with it; or one member be honored, all the members rejoice with it." (I Corinthians, 12:26)

Our colleges should encourage students to learn the languages of the Americas; to get acquainted with the history and geography of the Western Hemisphere. Only through knowledge shall we find real understanding and be able to count on reliable allies. And knowledge of the countries to the south will prove to us that we must erase the bitterness of frustration that exists today among their peoples. If we spent wisely to promote agriculture, to improve health in infected, waterless villages, to help consolidate national finances, to build badly needed schools—realizing that a fair investment at the present moment is a minor expense when compared with wartime disbursements, conscious of the fact that a teacher today will be cheaper to keep than a soldier tomorrow—we should reach the masses and could count on their moral and practical support.

I have seen what we are able to do when using the proper methods, particularly in Puerto Rico. The Point 4 Program conducted there has shown the people of underdeveloped zones what can be accomplished with technical knowledge. Puerto Ricans learn theirs from the United States, and being able to speak Spanish and English (with an accent) are in a most favorable position to serve the highest interest of different areas. They interpret the south to the north, and vice versa; and hundreds of friends have been won in Puerto Rico for the United States—not only by teaching them the theory of this or that subject, but by actually showing how the mighty and the weak can live together and help each other when guided by good will and stimulated by sound hopes.

Communism is making progress in not a few Latin American countries. In the universities of one of them all the chancellors I met were Marxists. The student bodies were not controlled by liberal, independent forces but by cleverly organized and vocal communist minorities. The university publications were organs of Marxist propaganda. In other republics, under the false pretense of fighting communism, despots who think only of themselves are the rulers. If we take into consideration both political evils, and if we add to them the hunger and illiteracy of the masses, it will be easy to foresee that unbalanced emotions and

desperate resolutions could take the place of reason and stability at a time when it would be too late to depend on those that were earlier denied proper attention. Where there is no hope the demagogues can have a field day.

Latin America should not be taken for granted. Its people resent treatment based only upon opportunism. When the average American—not the highly educated one—goes down there, he acts with arrogance, with what a foreign writer once called "the illusion of omnipotence." Latin Americans are poor but proud. They expect to be treated with courtesy and consideration. They are not easy to deal with. As a result of their domestic divisions, the position of the United States is a most difficult one and demands extraordinary political tact in order that we may not be blamed for "interference" or accused of taking sides unfairly. What we must seek is a way to help and enlighten the masses without making the dictators stronger than they already are. Such a system, if we can find it, will defeat all types of totalitarianism and at the same time create new liberal forces to represent the best democratic genius of the New World.

## THE PH.D. PROGRAM AS A PREPARATION FOR COLLEGE TEACHING

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THE accepted route to success in college teaching has been the doctoral program. Other routes have been successful, substitutes have been discovered and defended, the climate is now changing so that tomorrow you may speak otherwise; but if today we play the game of mental reflexes, when I say college teacher you think Ph.D.; when you say Ph.D. I think college teacher. The fact that in 1953-54 only forty per cent of all college teachers held earned doctor's degrees hardly affects the generalization. For most of the remaining sixty per cent, completing the degree is a goal. Whether we classify their impulse to complete it as a pious hope or a consuming ambition, as of now the Ph.D. is the holy grail which most knights of academia are pursuing. Moreover most college deans and presidents try to make degree completion a condition either of appointment or of tenure.

In spite of the high value placed on the degree by both faculty candidates and faculty recruiters it is a painful fact that in each year since 1953-54 the percentage of new faculty who at the time of appointment held an earned doctorate has declined. Only 23.5 per cent of the college teachers appointed for the first time last year held the Ph.D. During the same period those newly appointed teachers who held less than a master's degree increased. In 1956-57 the number of new teachers with less than master's degrees and the number of new teachers with Ph.D.'s were almost exactly the same—23 per cent.

This decline of doctorates among new teachers is not a consequence of decline in the value of the degree. Neither is it the result of an absolute decline in the number of doctors prepared each year. The greatest number of doctors graduated in one year was 9,000 in 1954. The very slight fall-off in the number of degrees awarded in the following two years is not significant when viewed against the record of past preparation and our future outlook. The most common estimates of the number of doctoral degrees to be awarded in the next fifteen years fall

between the figures 135,000 and 235,000. It is difficult for me to understand any estimate for that period which is fixed at less than 10,000 a year, or a total of 150,000. The progress represented by this figure may be best appreciated when it is compared with the total number of doctor's degrees awarded since 1861. Walter Crosby Eells estimates that figure as a little more than 130,000, more than half of which have been awarded in the last twelve years.

Certainly, whatever the number of doctors we prepare in the next fifteen years, it will be far from enough. If all the men and women who receive doctor's degrees were to enter the college teaching ranks they would supply only half the need. But one third of them are already employed, and of the remainder only about one half will enter the college classroom. However much we regret it, three in every four new college teachers will continue to be found outside the pool of doctorates—and this in spite of the fact that we shall prepare more new doctors in the next fifteen years than have yet been prepared in all the years since Lincoln's first inauguration.

It is apparent that, however well the Ph.D. may prepare for college teaching, the Ph.D. machinery cannot expand rapidly enough to meet our needs. We must plan for and develop other means. I am, therefore, very eager to hear Dean Lewis M. Hammond discuss the master's degree. I am also eager to see what good liberal arts colleges with extended apprentice-study programs can do to recruit and prepare college teachers.

But at the core of our professional structure the Ph.D. should and will continue. Our educational program must be strengthened, not weakened. If one asks the question to what extent does the Ph.D. prepare for college teaching, he should be seeking affirmation or reform, not abandonment. The goal of a good Ph.D. program is competence in some special field of knowledge. Generally such competence requires that the special knowledge be well rooted in the supporting and allied fields from which the specialty grows. If specialization has become so demanding that perspective is sacrificed, the result is not wisdom but cultivated ignorance, and the product is too intellectually isolated to succeed as a teacher. Obviously such a Ph.D. program has not teaching competence as its objective. It is alleged that most Ph.D. pro-



grams are now so organized and therefore that some other hallmark for college teacher excellence should be devised.

Certainly the Ph.D. program as now prosecuted has weaknesses. For example the thesis, originally intended as a hypothesis to be defended in argument against the queries and doubts of the professors, has now become a labored exercise in data-gathering. It is expected to make some contribution to knowledge and, except in the sciences, to consume three hundred troubled pages in the process. Because it is expected to make an original contribution, the chief concern is novelty, not significance. Two unfortunate by-products result.

First we are reminded that the most intense and demanding segment of the Ph.D. program is preparation of a thesis. The thesis is expected to make a contribution to knowledge. To assure "contribution," a premium is placed on novelty when the problem is set, with the result that the dissertation is more frequently peripheral than central, more often incidental than fundamental. Too often therefore the student's deep absorption in the thesis problem is quite often an exercise in obsession with the recondite. The pursuit of the thesis does not immerse the student in seminal problems or enhance his chances of perspective and wisdom: yet these are the qualities most valuable to a teacher.

Second, insofar as the thesis problem is recondite, or has permitted sacrifice or significance to gain novelty or originality, the thesis process is bad education. Nothing is more important to the Ph.D. program than cultivation of the critical powers. Nothing is so well calculated toward that end as the thesis idea. But any good student can distinguish the significant from the unimportant; and if, once embarked on his research, he discovers that, however good his own work, his problem is of little consequence, the exercise in research will not redeem the hours invested. It would be interesting to know how many good minds lost interest in further research because their first formal effort was a doctoral thesis which they found to be better described as a ponderous, formalized and assigned obstacle rather than an exciting venture into the unknown or a free-wheeling tilt with orthodoxy in which nothing but significant ideas need be considered.

At any rate it would be worth our while to examine in the

graduate schools whether the allegations are correct that (1) the thesis diverts attention from the significant central problems of a discipline toward the novel and peripheral, thus sacrificing the prospects of wisdom and understanding in the false hope of guaranteeing a contribution to knowledge, and that (2) the thesis as presently required may burn over more creative minds than it awakens to continuing creativity.

Another reevaluation of the Ph.D. program also suggests itself. A student who is admitted to law school or dentistry or medicine sees on entry his paths marked for him very clearly. He knows where to go, what to study, what to write, what to practice, and knows fairly well the outcome, intellectually, financially and in community status, will be. He also knows he is expected to buckle down and pursue these paths with all deliberate speed. With the Ph.D. we must speak otherwise. Often the route is poorly marked, the final goal uncertain, the successive steps unclear and the progress marked by excessive interruptions. If we were clearer about content and process, much time could be saved and many who falter because of uncertainties would be preserved. The human mind can withstand many difficult things in an atmosphere of clarity: it is defeated by little things when confused and uncertain. Perhaps we could both strengthen the program and hasten the process of the Ph.D. by thinking through the curricular objectives of the various specialties and creating an expectant, uninterrupted pursuit to the end.

There are certainly other faults and better suggestions than I have presented. But after all the faults are recorded and all the suggestions for change have been filed, I should still like to say a word for the Ph.D. as preparation for college teaching.

The degree is right because it joins the concept of present knowing and future learning. In spite of all complaints about the dissertation, the idea is important to good teaching. A teacher who is not probing the unknown may unconsciously convey the impression that knowledge is static—something to be memorized. A teacher who is teaching and at the same time continuing his research will better convey the impression that the province of truth is only half conquered—that knowledge may be learned only incompletely because much of truth must yet be found. Half the task of a good teacher is to create a

restless dissatisfaction that will stimulate inquiry. No new program for preparing college teachers, therefore, should be allowed to draw a false dichotomy between teaching and research. And no attack on the Ph.D. should be sustained because of its research orientation.

An attack could be sustained if the degree lacked a teaching orientation. I believe that in spite of its need for critical evaluation the Ph.D. will prepare for teaching. There is comfort for me in the meaning of the letters. A doctor is defined as: a teacher; one skilled in, and therefore competent to teach, any branch of knowledge. Philosophy is defined as the love, study or pursuit of wisdom.

We may have some repair work to do in order to restore the program to its original intents, but I can think of nothing I would rather have said of the college teacher I am seeking than that "he is a teacher of the love of wisdom." And it will be my continuing hope that at the heart of our liberal arts colleges there will always remain a hard core of men and women who as evidence that they "teach the love of learning" wear with pride behind their names the symbol Ph.D.

## THE PREPARATION OF THE HIGH SCHOOL TEACHER

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**I**T is important to encourage able people to enter the teaching profession in order to continue to improve the quality of instruction; it may be even more important to attract those who will eventually become principals, superintendents or directors in various fields of educational endeavor. Every effort should be made to broaden the base of selection of educational leaders. The reasons for this are too apparent to need development.

Although it is generally agreed that the ideal candidate for high school teaching should have one year of largely professional preparation beyond the bachelor's degree, there is also general agreement that the additional year is a deterrent to many promising candidates. The question with which I am here concerned is "How, in the light of state certification requirements, can the liberal arts college prepare teachers for high school?" Or it might be put another way: "Can the liberal arts college, in four years, meet state certification requirements and still not violate the integrity of the liberal arts program?"

Before state certification requirements became well established, it was relatively easy for liberal arts graduates to enter upon teaching. It is now believed in many quarters that the certification requirements have become so elaborate as to give teachers colleges and public universities with large departments or schools of education a virtual monopoly of teacher preparation. This is regarded as dangerous for at least two reasons: (1) liberal arts colleges are more selective than teachers colleges or undergraduate schools of education, and therefore the intellectually more capable are barred from teaching; (2) certification requirements provide a protective tariff for a host of courses in education that are lacking in intellectual challenge, that overlap and that are empirical in the sense that they emphasize exhortations on "how to do it" rather than rational development of principles.

It does appear that liberal arts colleges are in fact more selective than the teachers colleges and the undergraduate schools of

education at universities. Studies indicate a somewhat higher average intelligence quotient for liberal arts students as compared with teachers college students, although it must be remembered that there are differences among the individual students of liberal arts colleges as there are among the individual students of teachers colleges. Furthermore other studies show that the social origins of teachers are for the most part in the lower middle classes. A home background with few enrichments has a depressing effect upon the I.Q. as measured by tests. It would seem therefore that the liberal arts college has a contribution to make not only to the quantity but also to the quality of high school teachers. While only 18.4 per cent of high school teachers are graduates of teachers colleges, 48.8 per cent come from public colleges and universities and 32 per cent from private colleges and universities. Since some of the private colleges and universities have schools of education, the percentage represented by graduates of typical liberal arts colleges may be considerably smaller. The conclusion may be drawn that not as many liberal arts graduates are entering teaching as might if they were able to meet the certification requirements.

State requirements may also in fact protect the proliferation of professional courses. Such requirements have been and are necessary to protect children from poorly prepared teachers. The need for such protection perhaps has provoked too much enthusiasm for regulation, and in some states legislatures have set up requirements peculiar to that state alone, such as the history of education in that state. But aside from that, state departments, influenced by members of the educational profession, have set up requirements that have become unduly specific and restrictive. To support this policy, it is frequently cited that states with higher requirements have more teaching applicants, but it is doubtful if it is the higher requirements that attract the applicants. Requirements actually became more rigid during periods of long teacher supply in states where there were many preparing for the field. In such circumstances it is not surprising that courses should appear and multiply, whose chief merit is conformity to some external regulation rather than an intrinsic value for the prospective teacher.

On their part, the liberal arts colleges have reacted unhappily to certification requirements. If a department of education was

established at all, it was very small, perhaps consisting of one man. It tended to be on the periphery of the academic grove and to be held in low esteem. The poor reputation of educational courses elsewhere brushed off on the local department, sometimes deservedly. Expected to teach a variety of courses and to supervise practice teaching, the understaffed department might introduce low-quality professional courses into the college or come up with something that was neither professional nor liberal. Somewhat alone and poorly supported, the innocent target of barbs aimed by colleagues at state educational bureaucracy, such "departments" have not been able to keep enthusiasm for their work at a high pitch or to inspire confidence in others.

But requirements are now becoming more liberal, perhaps incidentally because teachers are in short supply, but primarily, I am sure, because a more rational study is being made of teacher preparation by a number of competent organizations within the profession. Recently-revised certification regulations place greater responsibility upon the preparing institution. Colleges are being encouraged to develop their own programs, and the recommendation of a responsible institution is the determining factor rather than the counting of credits in a number of required courses.

It is generally agreed that approximately eighteen semester hours of preparation will suffice to launch a high school teacher on his career, and that this work can be organized and presented within the liberal arts tradition. Areas of study rather than specific courses are suggested, and they are as follows: (1) study of human growth and development and the learning process; (2) philosophy, history and possibly sociology or anthropology as they relate to education; (3) the methods and materials of teaching in the field of the student's interest; (4) student teaching.

In none of these areas need the college accept a "package" provided by avowed teacher training institutions or by the textbooks in the field. As a matter of fact it is better for them to be avoided; it is better to develop new patterns. Human growth and development should be worked up by the department of psychology in such a manner that its content is rich and general enough to attract students who are not specifically preparing for a teaching career, even though such content is essential for the



teacher. It should include observation of children at different stages of development and provide students with an insight into human nature to the extent that this has become possible through the process made by psychology. The work in philosophy, history and sociology as related to education should be planned jointly by the departments mentioned, with such coordination as the resources of the college permit, but taught by those who are interested in keeping acquainted at first hand with what is actually taking place in the schools.

What is to be taught in the public schools, to whom, how and for what reasons are questions of major importance to every educated person today, and the liberal arts college that turns its back on them does so at the peril of neglecting its mission. Most colleges have been particularly critical of the preparation afforded by the high school. The opportunity to suggest standards of achievement in English and science for example, to indicate methods of reaching them, to explore what can be done by the high school teacher to help youth make the most of their talents in such subjects should be welcomed by the college departments concerned. Although such methods courses are usually taught by a "professional" educator, there must be some members of departmental staffs who, if encouraged, would enjoy working on this problem. The important thing is that whoever teaches "methods and materials" be in direct communication with actual practice in the schools, not in order to conform but in order to improve. Vision and interest on the part of the college staff can make such activities, previously looked at askance as "vocational," truly integral to the humanistic approach.

The areas of preparation I have mentioned cause fewer problems than the area of student teaching which, however, is generally agreed to be the most important of all. The problem here is in scheduling enough off-campus time to be credited at six semester hours and keeping it continuous enough to be valuable. Since some colleges have been resourceful enough to solve the problem, it would seem that where it has not been solved no real effort has been made. It is argued that it will interfere with the courses necessary to complete the major requirements, that high schools are not willing to cooperate or that too much time is spent off campus. More high schools are willing to cooperate, and the time should be no more difficult to find than that needed for labo-

ratory work. As far as interference with major requirements is concerned, if the faculty gets behind the program there are many ways in which the difficulty can be overcome. Too often schedules have been made to suit the convenience of faculty members and some dislike giving up their prerogatives.

Perhaps faculties will cooperate more readily if they come to recognize that the student-teaching experience is not only one where the art of teaching is learned most pointedly but is also an excellent laboratory for gaining insight into the human spirit, into the nature of human motivation and the difficulty of growing up into a man or woman. Certainly there should be no conflict here between the liberal and the vocational. An intelligently developed program can give point to most of the things a student may be expected to get from college.

Because of the intensifying interest in education generally, these years are ideal for bringing the education of teachers into the heart of the liberal arts tradition. At no time has there been so great a need for quality in those entering teaching, and at no time has there been so great a need for men and women in positions of educational leadership with the broad vision and qualities of judgment cultivated by a liberal arts education. But the key positions in administration are open only to those who have served successfully as teachers. All is not well with the high school system of the nation. It is impressive in size and scope, but there must be improvement both in the quality of instruction and in organization. Teaching positions now are quite attractive, and administrative positions in the public schools are rewarding financially and confer considerable status upon those who hold them; but both offer above all an opportunity to exert influence upon the minds of youth and through them upon the course of the community and the nation. This opportunity and responsibility should be particularly attractive to the best minds to come from our colleges and universities. Indeed the responsibility is too great to be carried by any but the best.

## THE MASTER'S DEGREE PROGRAM

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A SURVEY of some recent literature on the master's degree reveals at least two general conclusions. First the label "Master's" covers such a wide and confusing diversity of programs, purposes and subject matters that one wonders whether the same label can be applied to all of them without equivocation. "Is it just one degree with various designations, or a variety of diverse programs improperly lumped together under the name 'Master'?" is one of the questions raised by the Association of American Universities report of 1945. The second conclusion, drawn from the plethora of published committee reports, pamphlets, addresses and articles, is that academic administrators and faculty members have been so fully occupied in discussing the problems of the master's degree in their meetings and published statements that they can scarcely have had time to deal with any other problems. Yet one gets the impression that the kinds of master's degree continue to multiply, that the problems increase and that the confusion becomes worse confounded.

I interpret this assignment however to be a discussion of the master's degree as preparation for teaching in a liberal arts college. This, happily, relieves me of any responsibility for the host of professional programs leading to such degrees as Master of Home Economics Education and Master of Personnel Service, to mention only two of the sixty odd kinds of master's degrees now offered. These doubtless serve a genuine need for additional technical training in various fields, but they also serve to complicate our present problem—that is, assuming not enough Ph.D.'s will graduate in the next few years to meet the great demand for college teachers, how can the scholarly master's degree be rehabilitated to serve its original purpose of preparing teachers in the liberal arts?

Nearly 1000 years ago, when the European universities were first being founded, instead of faculty members and students, these communities of learning consisted of masters and disciples (magistri et discipuli). And those bachelors who aspired to be-

come masters continued their scholarly pursuits and took appropriate examinations to qualify for the "Artium Magister," a degree which was probably thought of as the academic counterpart of the title Master Sculptor, Master Builder or even Der Meister-singer of the medieval guilds. As late as the first half of the nineteenth century the master's degree was the established scholarly degree for an American college teacher, because graduate schools had not yet been established here. So the Ph.D. is a relatively recent newcomer on the American educational scene, although it has now effectively replaced the M.A. as the qualifying mark of a college or university professor. I have been told that the charitable foundations, when they began to give substantial support to colleges and universities, took as one of their criteria of excellence and eligibility for receiving grants, the percentage of Ph.D.'s on the faculty. Obviously college and university administrators were encouraged to add only faculty members who held the Ph.D. The story may be apocryphal but the fact remains that after World War I the faculty member whose highest degree was the M.A. was doomed to second-class academic citizenship, although this was not then true in the professional or fine arts schools. After the scholarly M.A. in liberal arts subject matter became discredited for college teachers, it still served three main purposes: (1) as additional preparation for preparatory school teachers, (2) as a step toward the Ph.D. and (3) as a consolation prize for students judged incapable of attaining a Ph.D.

But in spite of this diminished status of the master's degree in arts and sciences, this degree was being awarded in increasing numbers. In fact the rate of increase was much greater for the master's than for the bachelor's degree. For example, in 1900, 27,410 bachelor's degrees were awarded and about 1700 master's, which is a ratio of about 16 to 1.<sup>1</sup> In 1938 the ratio had diminished to 7.6 to 1 (164,943 bachelor's to 21,628 master's).<sup>2</sup> In 1956, the ratio was 5.25 to 1 (311,298 bachelor's to 59,440 master's).<sup>3</sup> In 1900, I suppose, practically all master's degrees

<sup>1</sup> U. S. Dept. of Interior, Office of Education, Bulletin 1940, No. 2, pp. 42, 47.

<sup>2</sup> *Ibid.*, p. 47.

<sup>3</sup> U. S. Dept. of Health, Education and Welfare, Office of Education, Circular No. 499.

were in arts and sciences. In 1938, 33 per cent were in professional education, 47.5 per cent in arts and sciences (including bachelor's degrees with a major in education), and other professional degrees accounted for the remaining 19.5 per cent. In 1956 professional education degrees were over 50 per cent of the total master's, arts and sciences dropped to 23 per cent, and other professional degrees were 27 per cent of the total.

Of course one great stimulus to the notable increase in the number of master's degrees in professional education was the provision in most states of an increased salary for high school teachers with this degree. This is an interesting parallel to the demand that college teachers should continue to the Ph.D. degree. But it is extremely unfortunate that state legislatures and boards of education did not specify the quality and content of the master's degree that would be acceptable for the higher salary. They should have foreseen that this economic premium would send back to the graduate schools many secondary school teachers who were not of graduate school calibre and who had no real interest in further scholarly work. And in response to the teachers' demand, many teachers colleges and university schools of education set up master's programs in education which did not require a thesis or a foreign language but which awarded the degree for passing five courses in education, often taken only in summer sessions intermittently attended. In recent years however I see a definite trend toward including more subject matter courses in these programs for teachers.

In all too brief an outline, this is the present status of the master's degree. And it is in this context that we must consider the problem of reestablishing a scholarly M.A. which will in fact provide adequate preparation for college teaching and also command respect in the academic world instead of condemning its holder to second-class status in the profession. At least two major difficulties are posed by the present situation. First the master's degree is now too definitely associated with either public school teaching or other professional careers. It would have been inhuman to deny even the great mass of loyal but underpaid school teachers the three or four hundred dollar increase that a master's degree brought during the 1930's. They needed this much of a living, quite independently of any question of scholarly preparation or ability. So when the standards for the

master's degree were lowered for them, in a spirit of humane necessity, to have objected on scholarly grounds would have seemed irrelevant academic cavilling. Nevertheless a sort of Gresham's law began to operate in the academic field: that is "low standards anywhere tend to undermine standards everywhere"—and this is true between different branches or schools of one university as well as between different institutions. So the scholarly M.A. programs also began to suffer. With routine programs available, practical pressures of time and money made it increasingly difficult to interest students in programs with a genuine intellectual challenge.

Our two problems are closely related. Even if the scholarly M.A. program can be rescued from competition with the teachers programs, and even if it attracts able college graduates with a genuine interest in scholarly work and college teaching, the M.A. will still have to be purged of its taint as a consolation degree for frustrated Ph.D. seekers and raised to a position of respect in the world of higher education. Assuming that my reported story is true, perhaps the charitable foundations could undo some of the damage they innocently caused the master's degree. Maybe they could be persuaded to set up programs designed to rehabilitate the M.A. as a recognized degree for college teachers. It may be the case however that these revitalized M.A. programs will have to produce some teachers with the distinction of the great Professor Kittredge of Harvard (who, I understand, took only an M.A.) before such a teacher will be honored in the groves of Academe. This would require a couple of decades and therefore would not solve the problem we are now facing.

Let us set out however a sort of blueprint for a master's degree that would appear to serve as preparation for a college teacher.

First, admission to graduate school for this program should be granted only to holders of a baccalaureate degree representing a genuine liberal arts program from an accredited institution, who stand in the upper twenty to thirty per cent of their graduating class. Additional factors of motivation to teach and interest in definite scholarly pursuits are also relevant.

Second, a program of not less than four courses in the student's field of interest, based on an undergraduate major in the

\* 1945 Report of the Association of American Universities.



same field, should be required. Ideally these graduate courses should be of the seminar type, where a small group of students have considerable personal contact with the professor, so that they can be guided into independent study and learn to carry on their own research in the library, in the laboratory or in field work, in order to develop an ability for critical discussion, written and oral. This entails seminars that are quite different from the usual undergraduate lecture course professors who are themselves creative scholars and teachers.

Third, this work would probably require one and a half to two academic sessions, though the exceptional student who had completed an undergraduate honors program and already had considerable experience of independent study might complete the program in one session and a summer. Furthermore this work should be taken in continuous sessions of full-time enrolment, in order to take advantage of all the imponderables of full membership in a scholarly community—including association with fellow graduate students outside of seminars as well as in them. A prolonged program of evening classes, taken after a day's work, or intermittent summer session study cannot produce the desired results, unless the student's work is in the same field as his studies.

Fourth, this M.A. should require a thesis. I have seen many graduate students who can pass courses but who never seem able to work up, organize and write out a sustained and intelligent discussion of an approved topic. The thesis does not have to be a creative contribution to human knowledge or a startling new discovery. Obviously there are not more than a few people capable of such a contribution in each generation. But the thesis can be an original work, reflecting the kind of intellectual adventure the student should have experienced if he is to qualify as a college teacher. Clearly I am not so much concerned that the thesis be of value to other scholars as I am that it contribute to the scholarly development of the student himself. Furthermore, without being just another hurdle between the student and the degree, it does serve to distinguish the incompetent from the able student.

Fifth, there should be comprehensive examinations on a well-defined area of the student's work and interest. The questions should differ from those in the seminar examinations by requiring evidence of some ability to perceive connections between dif-

ferent branches of the student's subject matter and even with other fields, to deal with broad generalizations, and to explore some of the newer boundaries of his field of knowledge. The student should also be able to defend his thesis orally.

Finally this student should have a reading knowledge of at least one foreign language—not only as a useful implement for research but primarily because it contributes to a wider intellectual background and perspective, which is indispensable to the development of critical ability.

Such a master's program will not be offered by a college that simply tacks on a fifth year of undergraduate work, or by a professional school, or by a university that regards the M.A. as the first step toward the Ph.D. or as a terminal degree for incompetent Ph.D. seekers. But it can be and is offered by colleges with a strong liberal arts tradition and a distinguished faculty of scholars, and also by the graduate schools of arts and sciences in those universities that are willing to give the students in such a program the same respect and scholarly care they are accustomed to lavish on their better Ph.D. candidates. We all know that what a college or university teacher learns in the five years after he takes his Ph.D. is vastly more fruitful than what he accomplished in the same period of time before he was awarded the degree, although the former accomplishment certainly depends on the latter. But perhaps the M.A. program, although it is shorter, can initiate a comparable period of post-M.A. development in teaching and scholarship, which will provide effective instruction in our colleges for the rapidly increasing numbers of young men and women who will be claiming their birthright to adequate educational opportunity.

## THE LIBERAL ARTS IN MEDICAL EDUCATION

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ONE of the assumptions underlying the present-day medical curriculum is that students entering medical school have had at least the elements of a liberal education. A further assumption, implied rather than stated, is that opportunities for self-education in the liberal arts are abundant once the strenuous medical curriculum has been successfully negotiated. My experience leads me to suggest that neither of these assumptions is altogether valid, although many notable exceptions readily come to mind.

Stemming from the Latin adjective *liberalis*—pertaining to a free man—the term “liberal arts” referred originally to those arts that were worthy of a free man or, as Dr. Johnson said, “becoming a gentleman” as opposed to those disciplines that were more servile or more narrowly technical or professional. At the risk of being tautological it can be said in short that a liberal education is one which aims to produce an educated man. As one who has had a deep interest in and from time to time a degree of responsibility for the educational program of a liberal arts college, St. John’s College in Annapolis, I have repeatedly asked myself: “How does one become an educated man? How may a college best contribute to this objective?” The fact is of course that education is a long-term process, the ultimate aim of which is to help the individual obtain knowledge as an essential step in arriving at a degree of wisdom.

A common error to be avoided is to regard the liberal arts as being synonymous with the humanities, with perhaps a dash of the social sciences thrown in. Historically, natural philosophy—the older term for the sciences—was an integral part of all liberal arts courses, and certainly today the most erudite scholar can scarcely be considered an educated man if he lacks an understanding of some of the basic principles of biology and chemistry and physics and mathematics. The point to be emphasized is that the person who has a good knowledge of these sciences has indeed embraced an important segment of a liberal education. At St. John’s College, for example, to qualify for graduation

every student must have spent about forty per cent of his time in the study of mathematics, biology, chemistry and physics, even though only a minority of these students may be heading for one of the science fields.

It is scarcely necessary to debate the proposition that, since medicine is in essence human biology, the student of medicine must be well grounded in those disciplines upon which the framework of the biological sciences is erected—again biology, chemistry, physics and mathematics. It is unrealistic to assume, as some enthusiasts unfortunately do, that medicine and human biology in general will be furthered by individuals whose education has been largely in the humanities or the social sciences, to the neglect of a sound grounding in the biological sciences.

But in the evolution of modern medical education two things have happened that make it necessary to take a sharp new look at our pre-medical curriculum.

In the first place, teaching in the basic science departments of most medical schools—departments of anatomy, biochemistry, biophysics, physiology, microbiology, pharmacology and pathology—is now conducted at a much more fundamental level than formerly. The student in those courses acquires a good knowledge of cellular biology, embryology, often genetics and the structure and function of various organ systems. There is correspondingly less need for many advanced courses in biology during the pre-medical years.

A second development has been the rapid growth of knowledge in the fields of organic chemistry, biochemistry and biophysics. Too often, as the body of knowledge has expanded, new science courses have been added to the pre-medical curriculum, without any accompanying contraction in science areas not so directly related to biology. It is probable that much material now commonly included in general chemistry, and in inorganic and quantitative analysis, might well be taught along with some of the important elements of organic chemistry and biochemistry. My impression is that the student of human biology often spends an inordinate amount of time and effort in areas of chemistry more appropriate to the student pointed toward industry, engineering or agriculture.

One of the features of the new Johns Hopkins medical curriculum, which we hope will be fully operative by the fall of

1959, is that the medical school itself will attempt to teach the student most of the chemistry he needs to know to become a physician or a medical scientist. This is being done, not with the notion that it should necessarily be the pattern in every medical school, but to demonstrate what we believe to be true: that by reconstituting courses in organic chemistry and biochemistry these subjects can be well taught in considerably less time than is now the case.

While all this might seem remote from the main question at hand, namely the liberal arts in medical education, it has a direct bearing on the problem; for only by cutting away some of the overgrowth in pre-medical science courses will it be possible to achieve a real balance in the liberal education of the prospective physician or scientist.

Before proceeding further let me outline briefly the principal features of the new medical curriculum at Johns Hopkins, for it will be this curriculum that gives expression to our basic philosophy of medical education.

First there will be an over-all saving in time of about two years. This will be accomplished largely by lengthening the school year but also through eliminating what we believe to be unnecessary duplication. From the end of the sophomore year of college to the end of the last year in medical school there are now ordinarily 192 weeks of academic instruction in six calendar years. By placing the medical school on a forty-week year there will be 200 weeks of academic instruction during five calendar years. The last year of medicine will be in effect a rotating internship, thus eliminating the necessity of devoting the year after graduation to this activity. We believe that there is sufficient duplication between the fourth year of medicine and the intern year to warrant their merger. It is an interesting historical fact that the Johns Hopkins Hospital was originally designed by the perceptive Dr. John Shaw Billings, with the active collaboration of Tilman, the first president of Johns Hopkins, to accommodate fourth-year medical students who would live in and perform the functions of house officers. The plan was not carried through, evidently because the Hospital accepted its annual quota of house officers several years before a fourth-year medical school class appeared on the scene.

A second feature of the new curriculum will be emphasis on a

better balance between the humanities and the social sciences on the one hand and the biological sciences on the other. This aspect of the curriculum will be discussed more at length in a moment.

Thirdly new depth will be given to the entire educational process through liberal provision of opportunities for the student to participate in the processes of discovery and through decreased emphasis on the passive absorption of factual material.

It should be noted that students who have completed two or three years of college may be admitted into year I of this five-year program and will receive the A.B. degree at the end of year II; students who have received the A.B. degree in college may be admitted directly to year II. While it is hoped that we shall continue to attract college graduates, there will be of course only a one-year saving in time for them.

Let me now discuss how this new curriculum will lead to a more harmonious relationship between the liberal arts and medical education and thus, we believe, to better educated men, and (please let us not forget) to better physicians and scientists. This question can be only partially answered by a consideration of curriculum hours; but to take this aspect of the problem first, it is clear that a saving in college hours devoted to the sciences will permit greater concentration in other areas of the liberal arts curriculum such as the humanities, the social sciences and mathematics.

Under the Johns Hopkins plan prerequisites for admission into year I of the medical curriculum at the end of the sophomore year of college will be one course in general biology (approximately 200 hours), one course in general chemistry (200 hours), a high school or college course in algebra, trigonometry and analytical geometry, and a reading knowledge of one foreign language (French, German, Russian, Spanish or Italian). The remaining time in the first two years of college must have been devoted to the study of literature, history, philosophy and related subjects. This last provision is just as much a prerequisite as the requirement pertaining to the sciences.

Upon entrance into year I of the Johns Hopkins Medical School the student will be required to devote a substantial additional segment of time to the humanities (288 curriculum hours out of a total of 704 scheduled hours). Year II will include in-



struction in the social sciences and medical psychology (120 hours) and biomathematics (80 hours) including the principles of calculus. These are courses which will be given principally by members of the Faculty of Philosophy of the University. Year III will include instruction in the history and philosophy of science (40 hours), a course regarded as a bridge between the humanities, the social sciences and the biological sciences.

So much for curriculum hours and the mechanics of the program. To understand fully the relation of the liberal arts to medicine we must consider the question in an altogether different dimension. As I view it, the problem is fundamentally not very different from that of the relationship of the liberal arts to industry or politics or statesmanship or science in general. In each of these specialties one's actions are at some point, usually sooner rather than later, influenced by considerations lying outside the particular specialty in question. The decisions of an individual in such a situation are then determined by his knowledge, or perhaps we should say his awareness, of modifying factors that lie in the area of another discipline. The best decisions, other things being equal, will be made by those with the widest acquaintance with these other disciplines.

We hold that medicine and medical science is by nature an intellectual pursuit which calls for high qualities of observation, interpretation and synthesis of facts. Medicine is ever changing, growing, evolving and its practice must be directed and governed by experience and character. Moreover the practicing physician or health officer, as well as the medical scientist, must assume an obligation to expand wherever possible the limits of medical knowledge. If then medicine is an intellectual pursuit, how may we provide the medical student with the tools and the motivation for this special kind of intellectual life?

Newman, in his essays "On the Scope and Nature of University Education," says:

Of the intellectual powers, the judgment is that which takes the foremost lead in life. How to form it to the two habits it ought to possess, of exactness and vigour, is the problem.

At Johns Hopkins we have long chosen to foster "exactness and vigour" through participation in the processes of discovery. Emphasis has been upon scholarly teachers, upon free time, upon

depth of study and upon the cultivation of individual initiative. With this emphasis has gone distrust of superficial orientation courses, of minutely prescribed schedules and of passive learning. We attempt to make the School of Medicine, as an integral part of Johns Hopkins University, in other words of Newman,

An assemblage of learned men, zealous for their own sciences, and rivals of each other—brought by familiar intercourse and for the sake of intellectual peace, to adjust together the claims and relations of their respective subjects of investigation. They learn to respect, to consult, to aid each other. Thus is created a pure and clear atmosphere of thought which is independent of particular teachers. . . . He apprehends the great outlines of knowledge, the principles on which it rests, the scale of its parts, its lights and shades, its great points and its little. . . . Hence it is that his education is called "Liberal." A habit of mind is formed which lasts through life, of which the attributes are freedom, equitableness, calmness, moderation, and wisdom, or what . . . I have ventured to call a philosophical habit.

It seems to me that much of the Sputnik-inspired discussion about the training of more and better scientists has been wide of the essential point. Of course more individuals with better training in mathematics and physics and chemistry are needed; but so do we need more individuals who can write a coherent and intelligible paragraph, who understand the historical and philosophical background of our culture, who can read in the original tongue the ideas and discoveries of other countries. When Einstein wrote his short note about nuclear fission to President Roosevelt, it was not Mr. Roosevelt's scientific knowledge that made him perceive that here was something stupendous: it was his understanding of the limitless capabilities of the individual human mind—a perception which was fostered, I venture to guess, by a liberal education. The great decisions of our times have never been and probably never will be made by great scientists as such but by men who should—but so often do not—have a background of knowledge of the past and present that gives them the grace to see the future as well as mortal man may do.

Medical schools have a grave responsibility to turn out educated men, not just technically well-trained individuals. But medical schools cannot assume this responsibility and burden alone. Even under situations of most careful selection, the educa-

tional backgrounds of our students vary tremendously. Years of slovenly intellectual discipline in primary and secondary high school cannot be altogether overcome in college or in medical school. Somewhere along the line love of learning must enter the student's soul. Whether this inspiration comes through the humanities, the social sciences, the physical sciences or the biological sciences—come it must if we are to have well-educated physicians and medical scientists.

To the study of human biology, with exactness and vigor, must be added an understanding of the great humanistic and scientific ideas that have moved man over the years. From such a harmonious confluence of knowledge may come not only a love of learning but judgment and wisdom; and then we shall have truly educated physicians and scientists.

## THE ROLE OF THE WOMEN'S COLLEGES IN THE NEXT TEN YEARS

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ADMINISTRATORS of coeducational colleges sometimes sigh with Professor Henry Higgins in that lyric from "My Fair Lady": "Why can't a woman be more like a man?" But not a few presidents of women's colleges, and women's critics in general, sometimes rephrase the question: "Why can't a woman be less like a man?"

There never was a time when so many people were so uncertain about so many things as now. All things flow, and no man can step twice into the same intellectual or educational stream. The only certainty is uncertainty and the only absolute is the fact of change.

The most powerful revolutions are the silent ones. We hear much about the Russian, the French, the American or the Puritan Revolution, but the discovery of the printing press, the invention of the compass, the control of fire and the apprehension of the law of gravity made possible silent revolutions of much greater import.

The role of women in modern life has undergone a silent revolution during the twentieth century. When the status of one half of our population is changed, clarified or improved, consequences are likely to be far greater than we anticipate. Anyone familiar with the writings of George Stoddard, Louis Norris, Lynn White, Katharine McBride, Sarah Blanding or Harold Taylor, to mention only a few academic leaders, will know how these changes are being felt in college life.

The past is present memory. The future is present anticipation. Therefore we live in an eternal now. Within this present time it is possible to look back at the way we have traveled and thus to predict the way we shall go. We can extrapolate the future but we must not insist that such extrapolation carries with it any mathematical certainty.

When I was a graduate student my courses were in the field of history. In preparing the term paper I would patiently collect the sources, criticize them, put them into narrative form and set forth my conclusions. The sources of information for

the next decade are few and fragmentary, like disconnected parts of the orbit of Halley's comet. If we could have enough sections of the arc, we might be able to plot the course.

Mr. Dooley once made the observation that when he was a young man he wrote a book about women but when he became older and more mature he added a list of what authors call *errata*. He advised his readers whenever they found the word "is" to substitute "is not" and whenever they found "is not" to substitute "maybe" or perhaps "God knows." With due realization of the dangers of speaking about anything connected with women, even their colleges, I launch into this subject.

I cannot claim to speak without bias, but I shall reveal my own conditioning. My undergraduate work was taken at Beloit College and my graduate work was completed at the University of Chicago. I taught at North Park College for ten years and at Northwestern University for twelve years—all coeducational institutions. My daughter is a sophomore at Wellesley College and my son is a junior at Northwestern Technological Institute. I have served at Rockford College for women during the past four years, but in 1955 we established Rockford Men's College and in 1956 Rockford Evening College. I went through the process of establishing a coordinate college in Rockford, and I know from hard experience how powerful are the forces of inertia and nostalgia, sentiment and sentimentality. At first the idea of serving men was unthinkable, then thinkable, then desirable and finally imperative. Now people say the change was a good idea and should have been made sixty years ago. Students no longer complain about creeping coeducation.

I should like to examine the position of the women's colleges today, then to indicate some of the difficulties they experience and finally to suggest what the role of the women's college will be in the next decade.

Increasingly women's colleges are becoming expensive schools. Recent announcements by two prominent colleges have indicated an increase of \$300 in their tuition charges—approximately fifteen per cent. Average costs for some of our better women's colleges approximate \$2000-\$3000 a year. Again, women's colleges are involved in a soul-searching, agonizing appraisal of their relevance and function, and there is a diversity of answers.

Some college presidents feel that women's colleges are on the defensive; others suggest that they can maintain the status quo for about five years; some say that they have outgrown their original purpose, and many feel that the conditions which produced them no longer prevail in American life. I am not saying that these observations are true but I am reporting that they are being presented for consideration.

Let us now turn to some of the problems and difficulties which the women's colleges confront. Among the problems faced today on a woman's campus, the social problem is prominent. If a college is geographically situated near a men's college this problem is lessened. If there is a neighboring coeducational institution this also helps to rectify the situation, but frequently the women in such a coeducational institution feel that they have a special claim and that women from women's colleges are poaching on their preserves. It is impossible to exercise this right of preemption completely but the feeling is there nevertheless. In those colleges where men are not in proximity to the campus the social problem has not been adequately solved. The practice of arranged or blind dates, importation of men from institutions 50 or 100 miles away and invitations given to men in the community have not solved the problem. Consequently dissatisfaction and grievances are present, and many women experience a sense of inadequacy and a feeling of frustrated social life. Comments vary from "What a nunnery!" to "This place is dead."

I believe that the presidents of women's colleges are concerned about financial aid from firms and corporations. Before we established a men's college, I visited many presidents of commercial undertakings. When I would ask for financial aid, I was confronted with the polite and incisive question: "What do you do for us?" Industry is desirous of having chemists, metallurgists, engineers, technicians and salesmen. They wish to invest their contribution in the hope that it will bring a return to their own corporation. There has been discrimination, consciously or unconsciously, on the part of industry in favor of men. This may be seen in the establishment of scholarships for students who may be prospective employees of a firm. Presidents of women's colleges have complained bitterly of this discrimination and understandably so.



The support that comes from alumnae has been steady and helpful. Often women contribute in greater numbers, but the amounts of their contributions are smaller in size. Although women live longer and are the beneficiaries of their husbands' wills, there is an understandable tendency to give aid to their husbands' colleges or universities as a memorial, and this does not work for the benefit of the women's colleges.

All of us are aware that early marriages have become more common. The practice of attending a women's college for one or two years and then embarking on marriage poses a problem for the senior college. We must conclude that women have so much confidence in themselves as they are that they feel no compelling need to develop their minds further but see that it is in their best interests to turn from dubious accomplishments, like further knowledge, to the blessed state of matrimony. Many women attend college mainly to keep up with men geographically and socially. Upon marriage the man is likely to continue his education, but the woman assumes the management of a home or the responsibilities of a job.

Some women's colleges have been accused of going counter to the trends of the times. In elementary and high schools almost all of our students are educated in a coeducational atmosphere. The temper of the times is scientific and technological, and the newspapers and journals are filled with articles about the need for scientific personnel. Young people are conditioned to an atmosphere in which athletics and sororities are considered as necessary concomitants of college life. The campus is considered frankly as a marriage mart. We may deplore these trends, and even more we may regret the non-cultural environment from which our young people come. There is a sting in Henry L. Mencken's phrase "*Boobus Americanus*," and there is a suggestion of something more than humor in the observation of the acute Frenchman, Clemenceau, that America is the only nation which has gone from barbarism to decadence without passing through the intervening stage of civilization. G. K. Chesterton may have had something to teach us when he said: "In America there is equality; everyone is equally uncivil." I personally resent the unfairness of these remarks but I can still appreciate the kernel of truth hidden inside. We are laboring in a civili-

zation where the subduing of the wilderness and the conquest of the frontier have been strong determinants of our culture, and we still are subject to the accusation that culture is not deeply and widely valued in American life. The prejudice which exists against eggheads, longhaired professors, liberals whose feet are firmly planted in the air and unpractical theorists still conditions the thinking of millions of people.

The women's colleges suffer from insufficient money for faculty salaries. Most men prefer to teach in men's colleges or coeducational institutions. Lower salary scales in women's colleges, as compared with coeducational institutions, state and municipal universities, have been a factor, but men have also felt that they preferred to teach on campuses where they had more male colleagues.

In the future the role of the women's colleges will vary in different sections of the country. The strongest institutions for women are in the East and here their role will be most significant. They are strongly entrenched, well endowed, possessed of a reputation for education of high quality. Recent developments in coordination and cooperation will improve their social and economic status and they will continue to be attractive to our better students. In the South there may be more difficulties to be faced, and the economic strengthening of this region will have some bearing upon the question. I believe that women's colleges in the South will maintain their position but I do not foresee any great expansion. In the Midwest the role of the women's colleges will be negligible. Rockford College and MacMurray College have both established coordinate schools for men during the last three years. Milwaukee-Downer College and Lindenwood College in Missouri have less than 400 students each and are involved with the usual problems of adequate finance, enrolment and social life. In addition, Milwaukee-Downer faces the real problem of competition with the Milwaukee branch of the University of Wisconsin. The experience of Rockford College and MacMurray College has been that it was difficult to achieve optimum enrolments without the admission of men.

In Rockford we made a survey of 3100 high school students: 3 per cent preferred a women's college; 3 per cent desired a men's college; 94 per cent desired a school where both men and

women were present. The conclusion was obvious that it was very difficult to work in a 3 per cent market. Although our men's college was established in 1955 and is now only in its third year, we have more men than women enrolled, both in the day school and in the evening school. We were forced to the conclusion that the days of Jane Addams and militant feminism no longer existed, and the judgment of the entire area was overwhelmingly in favor of a college which served both sexes.

In the Far West, the best-known women's colleges are Scripps and Mills. Scripps College is adjacent to Pomona College and its students freely intermingle with the students of the other college. In effect therefore, with the exception of the Roman Catholic schools, Mills College is the only women's college on the Pacific coast. I would estimate that 97 per cent of the students in Washington, Oregon and California attend coeducational institutions.

In the future, as in the past, the women's colleges will serve superior students—those who are not ashamed to pursue the intellectual life and to covet a Phi Beta Kappa key. Such students, who are the salt of the earth, will feel a greater frustration after they leave the college halls, and they will become increasingly aware of the gap between the ideal and the actual. A recent study based on the proportion of students in each thousand who went on to graduate school indicated that the universities provided 3.3 scholars, the coeducational liberal arts colleges 4.0, and the women's colleges 5.6.

It seems to be certain that the women's colleges will serve students who come from families in the upper economic brackets. The higher costs of education, the probable decision to reduce scholarships and allocate more money to faculty salaries and the growing conviction that students should pay for their own education will all militate against the student of limited funds. It is highly probable that students in the lower economic brackets will attend community colleges, urban institutions and state universities. There will be more than enough students making application to the better women's colleges but they will represent those families who are able to pay the higher costs involved.

There will be a small and insignificant group of women who are emotionally unprepared or unwilling to face a man's world.

This group is likely to prefer the shelter and protection of a women's college and to seek an atmosphere where social life will not be a paramount need. Also I believe that the opposite type of woman, the well-adjusted woman who really prefers an education, may find her way increasingly into a women's college. As one brainy high school girl put it succinctly, "First you have to decide whether you want to go to a coeducational institution or an educational one." There is the possibility that women may be discriminated against by many first-rate coeducational schools, which desire a 60-40 ratio in favor of men, which prefer students who will remain for all four years, and which will be tempted in the future to produce more scientific and industrial personnel. If women do not wish to attend a state university, and if they find it increasingly difficult to attend coeducational institutions with restricted enrolment, an increasing number may prefer the superior women's colleges.

There are approximately 1,200,000 women in all of our colleges and universities today. The number of girls in high school is greater in each class than the number of boys, but this relationship is reversed at the college level, where the men outnumber the women. According to the *Statistical Abstract of the United States*, more than twice as many men as women graduate from college. Of the total number of women in all colleges, approximately 169,000 are in women's colleges. This represents one seventh of the total women or 14 per cent. Of the total of 3,000,000, including both women and men, this figure represents one twentieth, or 5 per cent of the student population. In the future the figure of 169,000 students may increase 15 or 20 per cent, but with a total student population expanding 75 to 100 per cent, it seems likely that enrolment in our women's colleges will decline to less than 4 per cent of the student population. This will be a very important 4 per cent, but its graduates and advocates will be outvoted, outmaneuvered, outwitted and perhaps outlawed in the popular mind.

I believe that the women's colleges will serve as an aristocratic voice crying in the democratic wilderness. They are more likely to escape the mass pressures which we shall all feel, and they will more successfully contend against a conveyor belt system of education which will become increasingly dominant. They

are more determined to preserve the values of individualized instruction, to emphasize the significance of the humanities and the social sciences and to concentrate on the education of well-rounded individuals. I believe that the women's colleges will be better prepared to teach their students the utilization of leisure time. It is disappointing to see how many college graduates slip back into the same ruts, pursue the same standardized reading, talk in the same clichés and lose the essence of college instruction. The French mathematician Pascal once said that most of man's troubles develop because of his inability to sit in a room alone. President Neilson wanted Smith students to have single rooms in order that they might learn to live with themselves. Alfred North Whitehead said that religion was what we do with our solitariness. In teaching students to live with themselves and in inculcating the basic truth that the happiest person is the one who lives with the happiest thoughts, the women's colleges will fulfill a more significant role than our other institutions. They will provide outstanding leaders for communities and organizations and they will send into society potential mothers who will rear better families.

One of the greatest needs of our time is that of stability and serenity in the home, and if the women's colleges can answer this need they will provide one of the most significant contributions to American society. In order to fulfill this role, these colleges must have flexibility and adaptability. There is an easy tendency for women to stick to tradition and to desire that the geraniums should grow in the same place where they grew during their college years, but each generation should remember that tradition is simply an accumulation of experiences and that each generation should evaluate its own experience. It is important to value tradition but it is more significant to create it during each college generation. Alumnae may love Alma Mater but their sentiment may be harmful to the best interests of the college if they are determined to oppose change. The only thing that good women need to do in order that evil may prevail is to do nothing. Alumnae should assume that the administration and faculty must meet new problems and new conditions in each college generation, that adjustments must be made and that change does not indicate a diminished respect for the "good old days."

Women need to face criticism and change with equanimity and magnanimity. Most of the soft accusations about lower marriage rates among graduates of women's colleges, lack of interest in civic duties and failure to provide good homes, have been proved false by the hard facts. I believe that women's colleges can make their greatest contribution by sending into society students who possess the old-fashioned virtues of honesty, decency, courtesy, imagination, wisdom and maturity. If they will continue to inculcate the virtue of independent thought, and if they will demand the ideal of clear heads and clean hearts, they will be like the city on the hill which cannot be hid.

I believe that women's colleges should seriously consider the establishment of coordinate colleges for men. Among the "big seven" eastern women's colleges, all but two are engaged in some process of cooperation with men's colleges. Because of easy means of transportation and changed attitudes, very few women's colleges are as removed from the spheres of men as they used to be.

Likewise the men's colleges should consider the establishment of women's colleges. Yale and Dartmouth, Princeton and Wabash would be strengthened by the addition of women to their campuses. Men are batches of ambivalence. They also can be a "lost sex", stewing solitarily in their empty weekends. Many cannot afford an exit every weekend from *Almus Pater*. One Princetonian ruefully remarked that he was tired of paying fifty dollars for hotel bills and travel. All he wanted was the convenient opportunity of discussing Plato or Faulkner over a cup of coffee with a co-ed on the same campus.

One of the real difficulties facing women's colleges is the abandonment of college careers after a year or two whenever the possibility of marriage becomes a reality. Too few of these women contemplate seriously a resumption of their academic careers. This may be an indication of the widespread seeking for security within the feminine world, both inside and outside of college walls. The emphasis on immediate emotional satisfaction at the expense of the long-range goals of knowledge, maturity and attainment of the degree has even appeared among high school seniors.

It is easy and tempting for the modern critic to demonstrate



that our young women are unprepared for marriage, restless, frustrated and bewildered in a changing pattern of values and occupations. If education develops the woman for more than her traditional role of wife and mother, there is nothing wrong in this fact. Colleges should not be attacked for extending a woman's role beyond the call of marriage. The fault may lie in marriage or in society, not in the college curriculum.

I wonder if critics have ever seriously suggested that a man who studies English and History, French and German, Music and Philosophy, Business Law and Accounting, and then becomes an advertising executive, is misusing his education when he coins such phrases as "Have a Coke," "Winstons taste good like a cigarette should." Has he missed the academic boat or trimmed his sails in vain to the winds of the liberal arts? No one suggests that he is becoming a neurotic or is unfit for fatherhood. Yet this type of accusation is made in utter seriousness against the education of women for the simple reason that the colleges are providing education instead of training.

We need to answer correctly the basic question: What is man? What is woman? Here are two sets of answers to these basic questions: "Man is a biological monstrosity and a mechanical misfit"—"Man is a chemical laboratory driven on by a sexual urge"—"Man is a dizzy speck, a piece of scum, taking a ride on this vast flywheel we call the earth." These are interesting and sensational statements but they are dead wrong.

Let me give you two correct answers. Shakespeare speaks: "What a piece of work is man! How noble in reason! How infinite in faculty! In form and moving how express and admirable! In action how like an angel! In apprehension how like a God!" Listen also to the beautiful words of the psalmist: "What is man, that thou art mindful of him? and the son of man, that thou visitest him? For thou hast made him a little lower than the angels, and hast crowned him with glory and honor."

We know too much about matter to be materialists. "Today there is a widespread agreement which on the physical side amounts almost to a unanimity, that the stream of thought is heading toward a nonmechanical reality. The universe begins to look less and less like a great big machine and more and more

like a great big thought. Mind no longer appears as an intruder in the realm of matter."

Man is more than a machine. One of the strongest indictments of the mechanist has been expressed by the poet Vachel Lindsay, who wrote:

There's machinery to the butterfly; a main spring to the bee;  
Hydraulics to a daisy; and contraptions to a tree.  
If we could see the birdie, that makes the chirping sound,  
With psychoanalytic eyes; with scientific eyes,  
We could see the wheels go round.  
And I hope all men who think like this, will soon lie underground.

The basic problem underlying all educational institutions, including the women's colleges, is a right set of values. As a college president I have the responsibility for the annual budget. As a human being I have my moments of spiritual frustration when I work on faculty salary scales. And as an American citizen I become indignant when I think of the shabby treatment accorded to the teacher in American life when truck drivers and plumbers are paid more than teachers and when students in their twenties are paid larger beginning salaries in industry than many college professors are paid after a long and devoted career.

We need to work at the basic problem of putting first things first. If we can solve the fundamental question of philosophical, theological and American values, we can look forward with assurance upon the future role of the women's colleges.

Let us summarize the matter in the words of Confucius:

The wise men of antiquity, when they wished to make the whole world peaceful and happy, first put their own states into proper order. Before putting their states into proper order they regulated their own families. Before regulating their families they regulated themselves. Before regulating themselves they tried to be sincere in their thoughts. Before being sincere in their thoughts they tried to see things exactly as they really were.

## EDUCATING WOMEN FOR THEIR ROLE IN INTERNATIONAL AFFAIRS

ANNA L. ROSE HAWKES

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**J**UST what the role of the individual man or woman should be in international affairs today is very difficult to assess. Each one of us has many responsibilities which require that we be informed, interested and concerned on many fronts. We have specific roles to play in the narrow circle of family and friends; we are expected to participate in the ever-widening circles of society, both local and national; and now that the United States finds itself squarely in the middle of world affairs we find that we are called upon as individuals to bear our share of that burden.

Fifty years ago very few adult Americans felt any responsibility whatever for the foreign relations of this country. Weren't we safe behind our oceans to the east and west, with friendly nations to the north and south? Weren't we completely self-supporting behind these barriers? Indeed in 1916 I heard a college president say to a group of students and faculty that the war in Europe need not concern us, because the United States could shut off its borders, cut off all connections with the rest of the world and exist indefinitely. Today all this has changed. Unless we refuse to face facts, we cannot but be aware that our own security, our own standard of living, our very life and happiness and any hope of peaceful existence depend on our continuing relationships with the rest of the world.

Whereas fifty years ago only those people who planned to make a career in foreign service—either in the diplomatic service, in some other government service or in foreign trade—felt any interest in foreign policy or studied international affairs, today the average college student is concerned with these matters. Even the tourist in 1908 was a person of wealth and leisure, who had the time and inclination to be interested in the conduct of our foreign policy. Today travel abroad is no more unusual than any trip in this country, and girls as well as boys go off on a summer's vacation to far places.

Fifty years ago the topic I have been given to discuss this

afternoon would have been unthinkable on at least two counts: first in suggesting that just anyone could have a role in international affairs and should be educated for it; second that women could have such a role. Perhaps it was equally unthinkable, in that long-ago era when I was in college, that women could have any role as citizens. Today we accept all these facts, calmly and as a matter of course.

Women have won their spurs. They are now participating in all social and political groups and are bearing their share of the burden of government. Young women now in college are interested in foreign affairs, because they are concerned about the world and their place in it and are coming to the realization that a very large proportion of college graduates will exercise leadership in these areas in their future occupational groups and in civic associations. Then too they have the wanderlust, the desire for adventure.

I would venture a guess, out of my experience, that at least seven out of ten girls want a job or a fellowship that will take them abroad. They have no very clear-cut idea of what the job may be or what it will require of them in the way of background or training. They have not too much knowledge of any particular foreign country, its customs, its language or its history, but they are willing to learn these things if they can only get abroad. If they are applying for a foreign fellowship they are apt to be better prepared for foreign experience than if they just want to get out of the United States. But this burning desire for foreign experience that drives so many students is one starting point of an interest in foreign affairs.

Today the opportunities open to women in foreign fields are many. There has been an amazing increase in the positions in foreign countries for which women are eligible. The foreign service examinations and training courses are now open to women, and the recruiting officers of the foreign service visit the women's colleges as well as the men's colleges in search of promising candidates. The United States Information Agency has many positions open to women: file clerks, secretaries, librarians and cultural affairs officers. The International Cooperation Administration also employs many women from administrators down. The army schools abroad attract many teachers and the Army Overseas Service employs many secretaries and clerks.

Private organizations which maintain foreign programs employ almost as many women as men. The opportunities for going overseas are not only in employment: there are Fulbright fellowships, Marshall scholarships, Rotary fellowships, American Friends Service Committee scholarships and any number of other fellowships and scholarships for which women are eligible to apply. The openings *seem* sufficient to meet all demands. If viewed in relation to the number of applications from well qualified candidates this may be true. But my observation has been that the desire to go to a foreign country is not ipso facto evidence of qualification for such an opportunity. Very few of these young people have any realization that they will be assuming a responsibility for international understanding and good will; they give little thought to the fact that they will be representing the United States abroad and that relations between the United States and the country they visit may be advanced or retarded by their actions or their attitudes.

In an editorial in *The Christian Science Monitor* a year or so ago Saville Davis, who was en route to Asia, wrote: "Let's not evade it; we are dealing with something very serious indeed. A simple trip, which each of us can plan holds, on an individual scale, the makings of world conflict or the seeds of peace. We cannot travel for pleasure alone. We are part of a world community whether we acknowledge it or not."

This responsibility of the individual citizen for our foreign relations is a new thing in our society. Only recently has the United States assumed a responsible position on the world stage. Every European has felt from birth the constant pressure on his country of its relationships with its neighbors. The isolation which we have enjoyed, the tremendous advantage which a common language gives us, our freedom from enemy occupation and internal wars, have all conspired to keep us less aware of our neighbors than is the average European or Asian. But with information about the world being presented to us today from every source, with first-hand knowledge coming to us from our fathers, brothers, sons and sweethearts who have been stationed in foreign places, and with our personal acquaintance with foreign visitors and foreign students, individuals cannot escape the responsibility forced upon them to become citizens of the world.

Our students accept this as a matter of course. They have

come to know intimately students from many different parts of the world. They live with them, play with them, work with them. They have courses with visiting professors from distant universities. They study with American professors who have had experience in foreign countries on exchange fellowships. They meet returned missionaries in their churches. They belong to clubs or organizations with foreign contacts. Many of them have participated in the United Nations assemblies sponsored by the National Student Association. Since each of us approaches the study of international relations and develops an interest in this area from a personal point of view, these personal connections with foreign nationals become another starting point for one's development as a world citizen.

Women, who are newly come to a position of responsibility in local and national politics and government, are peculiarly aware of the international implications of the policies of our government and of the crucial public issues involved in the conduct of our foreign affairs. It may be true that fewer women than men are aware of our foreign policy issues, but it is also true that the women who are attentive to these issues are more idealistic than are men. They really believe that peace between nations is possible, just as peace between neighbors is possible, and for much the same reason. When you really know a person you can seldom hate him. It could be so with nations.

I have heard experts recently returned from some of the troubled areas of the world say that the crux of the problems of international relations is not military or scientific but economic, cultural and human. The real core of the problem, they say, is the battle for men's minds. Much of the world, they believe, is fed up with military matters and the pull of the west against the east. What they *are* concerned with is the preservation of the individual and where the next meal is coming from. All over the world you will find women in the vanguard, helping to point the way for the improvement of human relations and the conservation of the rights of the individual. In the face of the savage external pressures which we face today as a nation and which other free nations also face, the greatest contribution we can make is to help stem the tide which threatens to engulf the individuals of the world.



How do you educate for this? I cannot give a ready-made curriculum. I can suggest some of the things which people should know who hope to become literate in international affairs and who would assume their responsibilities as world citizens. We should be thoroughly familiar with some language other than our own. No effective communication or understanding is possible except through language. We should certainly be familiar with our own history and our own institutions. We should know a good deal more about foreign countries than we do—their history and their geography. And it should be possible for students not only to learn the theory of these subjects but to have some practical experience in these fields. We should know something about human relations and how they are developed.

What I am saying is that a liberal education is the best education for either a woman's or a man's role in international affairs. And a liberal education, in this year of grace 1958, is about to go down under a tidal wave of scientific and technical training unless some of us do something about it. Many abler people than I have said this same thing in the last few months. But action, not words, is what is needed now. If we do not as never before emphasize the importance of human values, if we do not focus attention on the ends of man—those aspects of man which make him uniquely human—as against purely scientific achievement, then our civilization as we know it will be destroyed.

The colleges of course must take the lead in this matter. They must not sacrifice their humanistic studies to their scientific courses. They must not give the biggest share of their financial resources to students in their laboratories and neglect the needs of the historians and the sociologists and the economists. The growing recognition of the world-wide interdependence of peoples only emphasizes the fact that we must use the resources of this nation to combat human misery all over the world. To do this, of course, we need scientists and technicians, but we also need the social scientists and the humanitarians. And we must not lose sight of the fact that the two fields are not mutually exclusive. Rather they are complementary and one should not be promoted at the expense of the other.

For their role in international affairs women need to be liber-

ally educated. They need to develop an ability to face facts and assess them; they need to develop a capacity for critical judgment; they need to become aware of the complexity of foreign relations and, as I have said before, they need practical as well as theoretical knowledge.

All women should have an opportunity to learn these things and should be encouraged to study courses which will give them this knowledge. For today, as never before in our history, large numbers of women are going to have need of this learning. There are thousands of Americans stationed abroad on peacetime missions. The State Department, according to one of its officials, has 15,000 employees overseas. The staffs of the International Cooperation Administration, the United States Information Agency and other governmental agencies account for thousands more. The private agencies with overseas staff swell the number by some 3000. The church missions have thousands in overseas service. There are also hundreds of thousands of tourists who every year travel from one end of the world to the other. It has been estimated that more than fifty per cent of the young people now in college will spend some part of their lives abroad.

What these people say, what they know, what they believe and how they behave will represent the United States to a foreign nation. It comes down in the end to one person to another. One of our ambassadors has said that, if he could manage immediately an even exchange of 1,000,000 men and women, most of the misunderstandings between any two nations would vanish overnight. This is going to take a new kind of training and education and one that should begin long before the college level.

I believe that women are today aware that they have a share in the international relations of our country and that they must be prepared to assume this responsibility. At this crucial time in the history of the world it is the people, the individual citizens, who must become alert to the need for understanding other peoples and other individuals. It has been said that only a cultured and an educated nation is a mature nation. Certainly it is only a mature nation that can make the decisions called for in a time of stress.

## NEW CURRICULAR NEEDS OF WOMEN

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**I** START with a proposition in the philosophy of education which will color what I have to say about the education of women. It is simply that each person should be himself with his own distinctive character. This is equally true of women and men. Women should be women, not adjuncts to men, competitors of men or anything else but individual women.

Each institution of education should be itself and move toward the achievement of its individual character. Each educational program should deal with individual students, assuming that each one is different, assuming that the difference in kinds and degrees of talent, capacity, interest, need, character and intelligence should inform the planning of a curriculum for the students.

This is of particular importance at a time in America when there is a great tendency to standardize everything, and for everything including educational institutions to become like everything else. Under a different name this tendency itself has become standardized by the term conformity: everyone points out that people no longer think and act for themselves; yet no one seems able to think of a way in which the individual can actually assert his individuality without losing the chance to own a home in the suburbs with two cars, a picture window and a well-dressed family of four.

Women too are victims of the search for security, and they fall prey to a wish for the security of a family and a husband who is to be a protector-friend-father-lover and who, it is assumed, will help solve all the security problems. Many of our young women are marrying for this reason. Fewer of them are going to college in order to break loose from the social pattern of their age and sex, to have independence, to live independent lives. Too many of them want "togetherness," an acceptable marriage, possibly a mild career which will not interfere with anything and the economic security of two incomes.

The fact is that to achieve and retain the flavor of individuality—for persons or for institutions to be themselves—it is neces-

sary to give up wanting everything to be smooth and easy. It is necessary to discover a true identity in which one believes. It is necessary to take some risks. It is necessary to discover what truths and what values are really true and really valuable, and to discover this for oneself. Once beliefs have been formed, it is up to the individual to believe in himself and to pursue the consequences of his beliefs, regardless of the approval or lack of it which he may evoke in the world around him. Women in the modern world need to be taught to fulfill themselves as women, to achieve the sustaining value of belief in themselves and in what they can do.

But to do so it is necessary to know what the issues are which are most important, to raise them, to take sides in their solution. It was because there were issues, because there were men who challenged basic ideas, that the realm of outer space was first imagined and then shown to exist, that the movements of planets were first conceived and then observed. It was because issues were raised by our intellectual and moral ancestors that the Negroes are gaining their freedom, that the human race now has the honor of spinning its own satellite around its own earth.

Underneath the banality of so much of American life, underneath the gentle sound of people murmuring "yes" to everything, underneath the surface of a life painted bright by Madison Avenue, a real world lies waiting to be discovered. This is a world where real issues exist. Until Little Rock and the Soviet satellite came to remind us, we had almost forgotten what a real issue looks like.

It was this belief in raising issues that brought about the founding of colleges for women. The issue was quite simply: Should women be educated? along with the issues: Should women vote? Should women have equal rights? Should women be free?

Fortunately there were women who were happy to make an issue of it, and I must say when I read about Carrie Chapman Catt, Susan B. Anthony, the suffragettes, the temperance workers and the ones who marched in the parades, and when I see pictures of them all, I am glad they got it over with before I entered the field of women's education. Those pioneers fought and won the battle for women's education.

After the smoke of the battle cleared away, it could be seen

that women, although equal in the right to education, were different. As the Yankee philosopher, Casey Stengel, said only the other day, "I would hafta say women are different than men." But it was some time before the educators caught up to Mr. Stengel's present insight. The experimental period of the 1920's which produced Bennington, Antioch, Black Mountain, St. John's, Reed and Sarah Lawrence among other institutions had as one of its main drives the liberation of education from the academic prisons of the past and the liberation of women in a new intellectual and social environment.

It was clear the women's educational needs were different from men's, but no one was quite clear how these needs should be met. If women were to marry and bear children, perhaps they should learn home economics, the psychology of the male ego, child-rearing and community action. Yet if women were to be people as well as wives and mothers, perhaps they should learn to understand the liberal arts, the fine arts, the traditions of the past, the implications of a scientific age. But, still further, if women were to have an open option *not* to be wives, mothers and community workers, they would need the practical skills of the business and professional woman, skills which were taught in technical schools for men but not to women.

It is around this cluster of needs that the experiments of the 1920's and '30's revolved. The traditional colleges, which had been founded for the most part in the late nineteenth century, continued to believe that the men's college curriculum was the one which would provide the best education for women. They met the need for careers by emphasizing preparation for graduate school and rigorous academic discipline. The experimenters went in a different direction, some of them arguing for education in womanhood—which I gather must be the opposite of something called manhood—others for general education, others for vocational training to enlarge the social and economic position of women.

It seems to me that the debates of those days, and the debates of these days, about the proper education of a young woman have been hung on a false assumption. The assumption was, and is, that there exists a sharp distinction between higher values which are said to be contained in the writing of philosophers, poets, critics, religious thinkers and in art objects as against the

lower values of a practical kind which are contained in people, particularly men, families, science and mass culture.

There is certainly a difference between thinking and acting, between writing poetry and riding a bicycle, but it is not quite as big a difference as people think. An education which takes account of the reality of human nature and the urgency of human needs would not make sharp separations between thought and action. The need in the liberal arts is for a fusion of thought and action—political theory coupled with political practice, social philosophy applied to situations in society.

Modern education must for example accept the fact that to learn about art it is necessary to do something about it, with real paint, canvas, brushes—just as to learn about skiing it is best to find a good hill with snow on it and point yourself down. After a certain amount of painting or skiing, the student is better able to read books about the subjects and to learn the history of other painters and other skiers. But unless one knows about these arts from the inside, their external manifestations and the facts to be learned about them are, and will remain, just facts.

The college of liberal arts for women or for men must ask the question: What are the ways in which the liberal arts can become most rewarding in the lives of those who come to college? The answer is: By making the liberal arts so important in the life of the undergraduate that they will continue to affect her life continually in the years after college.

But the way to become liberally educated is not merely to take courses in academic subjects. That may or may not result in breadth and depth. Nor is the way to become a broadly-educated scientist necessarily to take academic courses in the humanities. The way is to become so interested in scientific questions that in order to answer them it is necessary to know much more than the special disciplines of science. This is also true of poetry, of anthropology, of psychology. The more deeply the student becomes involved in a central area of study, the more likely it is that the intellectual curiosity so aroused will extend to other fields of knowledge and experience.

There are two needs which all education must fulfill if it is to be effective. It must flood the mind with imagery, concepts, facts, ideas, which make up the materials of human knowledge. It must teach the student how to use, both for personal satisfaction and for the benefit of others, the things which have been



learned. The study of poetry can in certain circumstances be just as technical and just as vocationally directed as the study of gardening. Or it can fulfill the ultimate usefulness of giving to the student a source of enjoyment and sensitivity to ideas and words which can communicate itself to others and can in turn heighten their enjoyment of the liberal arts and of their lives on earth.

What is needed is the radical reform of colleges, for men and for women, in order to bring to the center of the educational program a serious concern for the intellectual involvement of students in their own education. For women this is not a matter of a conflict between liberal and technical subjects, a choice between child study and mathematics, community relations and modern poetry, family relations and physics: it is a matter of learning through the liberal arts to use the capacities one can discover in oneself. Until this kind of learning begins, the student has no way of knowing how to proceed with his own aims and talents or of knowing what particular role he should prepare himself to take in society.

Men and women are in college to discover within themselves what they can do and what they want to do. The child study curriculum of a liberal arts college should not be simply a training program for child care or a first course in academic psychology. It should be a way in which students can learn to understand themselves, to understand children, to see emotions and ideas at work in their spontaneous forms, to understand the rest of the people who inhabit the world. The insights into children's behavior from psychology and from the whole range of the social sciences are just as important for men as for women. If liberal education is to help with the problem of living in a modern family in a modern world, it will have to provide liberal education for the college man and stop acting as if the whole of family responsibility lies with wives and mothers.

In our haste to put education to work on all the problems of the family and the home, we should not forget that young people marry, not because they have read each other's college transcript or because each has been assured that the other's college preparation for marriage has been academically correct, but for a variety of reasons most of which are only accidentally related to education.

It should also be remembered that what holds people together

in a happy marriage is love, affection and mutual respect, a respect which rests upon the personal resources of each partner to the marriage. It is unreasonable to expect that an education which took little pains to develop the intellectual and personal resources of a young woman would do the cause of motherhood and marriage much justice. It is all very well to approach society with the technical equipment of motherhood and wifehood, but it is necessary to marry and to stay married in order to enjoy it. It is also necessary to remember that men usually do not marry mothers.

This is not to say what the curriculum must be constructed as if women did not exist, or as if there were no differences in educational need and social role between men and women. It is precisely because there *are* differences, not simply between men and women but between individual men and individual women, that college education is in need of reform.

How then should the modern curriculum for women's education be reformed?

In the first place, if what I have said about our contemporary culture is true, women are conforming to the pattern of suburban man. They are marrying at an earlier age; many of them dropping out of college to do so; they are conforming to a pattern of their age group, having families at an earlier age, becoming free from family responsibilities at an average age of forty.

Therefore let us give to our young women in college during their first two years the richest opportunity we possibly can to find the subjects and interests which can sustain them and continue to grow with them through the rest of their lives. Let us remove the restrictions of required courses and imposed subject-matter and plan an education in terms of their capacities and interests. Let us above all help them to discover their interests, develop their individuality, liberate their latent energies.

This means bringing the creative arts—music, theatre, dance, painting, sculpture, poetry, writing—directly into the regular curriculum of liberal arts and encourage our students to do their own creative work. This is a need which we all have, women or men, for the development of creative interests.

Let us raise the issues with them, helping them to identify the major moral, political and social questions which agitate our world, and let us so plan our curriculum that it will be impossible

for them to be complacent about the society which surrounds us. Let us bring the problems of segregation and social change directly into the content of our courses; let us introduce political and social controversy into the materials of learning. Then let us bring to bear on these controversies all the available resources of scholarship and learning which exist in the minds of scholars, thinkers and men of action of the past and present. Let us also engage the attention of young men and women in practical experience with living materials of learning and in the science laboratories, the art studios, the community life, the original documents of history, and rely less on textbooks and lectures about knowledge and more on immediate experience with the sources of knowledge.

Finally let us remember that women are a vital and creative force in the cultural life of every American community and that, if we are to have a lively and interesting democracy which welcomes change and presses forward to new forms of cultural and social discovery, we must give to our women students a sense of mission about their role in the creating of this democracy.

Only then will we be able to break the social patterns and attitudes which by their very complacency are preventing the forward motion which we must have if America is to retain its position of world leadership.

## THE STRUGGLE FOR FREEDOM IN THE WESTERN HEMISPHERE

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I HAVE often thought that a small dictionary should be compiled by a group of responsible scholars and philosophers who would take it upon themselves to redefine certain words. I would ask the new humanists to undertake that task as an initial step in the process of reestablishing clarity in the diabolical world in which we live—a guide through the forest of words which have lost their original, legitimate meaning.

For the fact is that those who continually talk loudest of democracy are those who ignore the right of peoples to have representative governments. Those who pose as moralists are those who are totally lacking in morality. Those who sit down to discuss human rights are those who deny them in their own domains. Those who proclaim themselves the defenders of liberty are those who would take it away from us.

This misuse of words weakens them, deprives them of their force and twists them into the exact opposite of what they originally stood for. The small dictionary I am thinking of would be a booklet in which a hundred men who represent contemporary thought would each discuss, in short essays of not more than a page or two, one of the hundred words most woefully perverted in everyday use, whether in newspapers, parliamentary debates or perhaps even universities. Peace, religion, God, justice, republic and most particularly freedom: these are the concepts underlying the spiritual exercises which raise us above the level of the animal world. Yet they circulate more frequently in the form of counterfeit than of sound currency or have been debased by routine repetition until they are no longer anything but dreary commonplaces. Thus cynicism, skepticism and disillusionment are eating away the foundations of states, blurring their vision, encouraging them in conduct unworthy of the human species.

I fear that if I were to ask you here and now, as distinguished members of the teaching profession, for a simple definition of freedom we might find ourselves bogged down in an intermin-

able ironical debate. I shall therefore only sound the alarm by offering a brief negative definition which nevertheless seems to me clear enough for our purposes: freedom is what we are losing. We are losing it because we lack confidence in ourselves, because we dare not insist as human beings on the rights which our dignity demands, because we are living in a world of compromises and self-interest and—why not admit it?—fear, heedlessly gambling away the capital which should never have been risked. International politics is based on a multiplicity of interests far removed from the things of the spirit, which hover in the background like shadows of the eternal truths reduced to mere platitudes.

I would say that two great issues are at the heart of the struggle being fought out in the world today, a struggle waged with implements never before available to mankind, who until yesterday was scarcely aware of what they could make science do for them. Those two issues are fought out on two very different levels: one is power, the other is freedom. The struggle for power is apparent to all. Never before has the fight for the control of nations been waged on such a vast scale on every continent and ocean. The struggle for freedom is deeper and more dramatic, closer to our hearts, more provocative of anxiety and care.

Owing to circumstances which are eminently characteristic of our age, the arms destined for the conquest of power as well as those which should serve us in the struggle for freedom are being produced, or should be, in our universities. The universities house both the laboratories where diabolical weapons of destruction are invented and those where ideas are incubated. Here we find both the instruments of technical progress and the creations of the spirit. Here the experience of age and the high hopes of youth are brought together. The political function of the university derives from these clearly apparent circumstances. On the relatively humble level of training for a profession the universities turn out dentists, language instructors, surgeons or road builders. On the higher level, where the academic way of life meets its greatest challenge, the younger generation is educated in human values.

If technical progress makes those of us who form the academic community the providers of scientific implements of war, the foot soldiers of power as it were, an elementary sense of respon-

sibility should make us the defenders and champions of freedom. In this sense the universities have the gravest political responsibility. When in the heat of the struggle governments forget the inner things that are essential to free men, the intellectuals must be alert to rescue them from oblivion. Moral equilibrium, which in the last analysis is all that can ensure a decent peace, requires that the struggle between the forces of power and freedom be controlled by a regulating factor which will prevent abuses and come to the defense of justice when it is forgotten.

In this connection I often think of the proverbial four-century-long struggle of the bourgeoisie with all its grandeur and all its decadence. The bourgeoisie came onto the historical scene imbued with the consciousness that it was dedicated to the goal of liberation. In the pursuit of that goal it wiped out entrenched privileges and provided the humanists with the opportunities that opened to the modern world the way to liberalism and progress. It overthrew the feudal lords who equated right with their own prerogatives and in its final great liberating effort brought down the despotism of kings. But eventually its original impulse was exhausted and the bourgeoisie became the mouthpiece of a degenerate form of freedom, the defender of its own class alone. The social legislation which followed was only the natural recourse of oppressed human beings seeking to assert their dignity. Freedom from time to time requires this process of rebirth.

In our time, as throughout history, there are some who confound the idea of freedom with that of power. Thus in the eyes of the great powers freedom sometimes implies the subservience of weaker states. The principle of self-determination of peoples becomes a meaningless concept if it is not protected from the effects of the unlimited expansion of empire. Freedom is a fountainhead of rights which have been recognized by the nations in the Universal Declaration of Human Rights. Yet there is no moral power on earth which is a source of rights and nothing more, for every right has its corresponding obligation. Freedom entails obligations. Freedom entails the liberation of human beings, which means the restoration of their dignity when it is trampled upon, the safeguarding of their dignity when it has been won, the continuing exercise by them of their civil rights. When truth is deliberately twisted for the benefit of certain interests, freedom is abused and debased.



In the new terminology of the United Nations the expression "underdeveloped countries or areas" is frequently used but nothing is said of the countries which might be described as "overdeveloped." In countries where freedom has been eclipsed by despotism, as in the case of several in Latin America, regimes which have the most modern armaments at their command proclaim that all legitimate opposition to their will is communism. On the basis of this abuse of power they seek and obtain the help of the democracies. Similarly, certain United States private financial trusts which look upon Latin America simply as a profitable field for investment have hit upon an ingenious formula to justify their meddling in local politics, a formula which could be crudely stated thus: whatever is not good for the investor is communism. Although temporary advantages may be obtained from this procedure it leads in the long run to an accumulation of resentments which will some day explode. We all have that Quixotic concept of freedom which Cervantes planted in the untutored but fertile brain of Sancho Panza. "Freedom, Sancho," said Don Quixote, "is one of the most precious gifts which the Heavens have bestowed upon mankind: it cannot be equalled by the treasures enfolded within the earth or hidden under the sea. For freedom, as for honour, we can, indeed we must, risk life itself."

The Western Hemisphere differs from its eastern counterpart in that throughout its history its great struggles have been fought solely for the cause of freedom. I have often made a comparison between the history of European wars and that of the wars in our hemisphere to emphasize the surprising fact that in the latter the initial impulse has always been that of liberation rather than conquest. The armies of Europe, from the time of Alexander the Great onwards, were formed for the sole purpose of waging aggressive war against a neighbor, of stealing his lands, his women, his cattle and the accumulated fruits of his labor. Thus were all the great states of Europe founded. No spectacle, it might be added, is more dreadful than that of national armies subjugating peoples militarily less powerful, whether those armies advance under the banners of Napoleon or grind their way forward in Russian tanks.

In our hemisphere wars for the conquest of a neighbor's territory have been the exception rather than the rule. Wars like

that in which Mexico lost some of its territory to the United States or the War of the Pacific which resulted in the cession of two Peruvian provinces to Chile are rare occurrences in our part of the world. Indeed no other area of the earth can boast of so consistent a tradition of dedication to the opposite ideal. The armies of Hispano-America were all formed at the beginning of the 19th century for the purpose of enabling one nation to help another in the winning of freedom. Bolivar traveled from the shores of the Caribbean to the frontier of Argentina incorporating into his army soldiers from different countries with no purpose other than that of helping each to attain its independence. It never entered his mind to try to add a single inch of foreign soil to the domain of his own country, which was at that time the Captaincy of Venezuela. San Martín in Argentina fought the decisive battle which assured the liberation of Chile and then went on at once to fight for the independence of Peru, asking no recompense for his troops save the satisfaction of seeing every nation emerge as an independent state with its frontiers inviolate.

Giovanni Papini once said that we in Latin America have made no valid contribution to world culture. I wonder if the accomplishment of these deeds, the setting of these examples, is not just as great a contribution as the *Summa* of Saint Thomas, if making history in this way is any less inspiring than the Hymn to Joy from Beethoven's immortal symphony. When Argentina defeated Paraguay the Argentine President said: "Victory does not give us rights over the vanquished." Juarez of Mexico said: "Peace is respect for the rights of others." Surely these two utterances express the most advanced political philosophy.

Colombia recently gave a striking example of the way in which women, children, workers, university students, bankers, priests and industrialists can rise up at a decisive moment in the civil life of their country and defend that precious gift of which Don Quixote spoke to Sancho. Power had been seized by one of those generals in whose eyes other people do not enjoy so much as the basic right to exist. He had even thought of holding one of those rigged plebiscites so readily resorted to by despots in Latin America, which the public sardonically interprets as meaning, "If the people say yes, they want me to remain in power; if they say no, they don't want me to leave." This particular general

said to himself, "Ninety-nine per cent of the people are with me," and proceeded to switch on the machinery that was to have reelected him President. At that juncture however the opposing parties united, bank managers and workers flocked together into the streets, children left their schools, housewives their kitchens and priests their altars to form a solid mass in every public thoroughfare and every plaza of every town and village in the country, waving white handkerchiefs beneath the guns of artillery battallions, police divisions armed with tear gas bombs and troops trained in violence. Such was the effect of the demonstration that in the end the machine guns kept silent. In Argentina it was the young army itself which rose to expel the former dictator from his country. In Peru the two great parties, traditionally as irreconcilable as oil and water, united to restore civilian authority. In the case of Cuba today, the island is being put to the torch in a desperate gesture of sacrifice for the restoration of lost liberties. This is the story of our America.

If we undertook a study of what has happened to liberty throughout the world we would reach the sad conclusion that the vast majority of its inhabitants are existing in a state closer to slavery than to freedom. I for one cannot help wondering whether this state of affairs, which is of profound concern to us in the Western Hemisphere, does not result from the fact that in other parts of the world the struggle for freedom has not historically been as consistently maintained as it has among us. I wonder whether with the passing of the centuries the wars between feudal lords, between states and between empires have not distorted the awareness of the peoples concerned.

We have been brought up in a different political school. Yet at this moment of universal crisis I must confess that I wonder what is becoming of our fighting spirit, our generous conviction that freedom is the patrimony of all and that it must be the more urgently safeguarded in the case of defenseless or poorly armed peoples. It is true that we have on this continent a free press which has proved itself a formidable champion of certain principles; yet many newspapers have presented the spectacle of cynicism and indifference or even allowed themselves to become mere lucrative industries which serve the interests of certain great enterprises by censoring or misinterpreting the news. It

is true that the universities are stronger today than ever before, yet all too often we have seen them neglect the study and courageous presentation of the great problems affecting mankind today.

As for the role of armies and armaments policy in the Americas, we must all too often wonder whether they are upholding the tradition of the Liberators or simply allowing brute force to prevail. The extent to which man has increased his store of certain implements is staggering. In a single provincial barracks the Government of Venezuela today has armaments many times in excess of what Bolivar had to carry on his campaigns in five countries for a period of fifteen years. In the great battles which were decisive for the conquest of our freedom I doubt that the number of Bolivar's men ever ran into five figures. Today by merely making a telephone call from the presidential palace a general can instantly mobilize thousands of men, hundreds of aircraft, whole armies of tanks. Will he mobilize them, we wonder, for the same unselfish reasons, the same lofty objectives that inspired the Liberators?

In the Machiavellian lexicon freedom was merely the freedom of a state to make itself strong and dominate its rivals. In Florence the bell of freedom was sounded to summon the people to the defense of the republic but it had nothing to do with the right of the Florentines to seek their own happiness. Machiavelli was a patriot but he accepted, even abetted, despotism. Freedom as Quixote understood it is the freedom of every man's soul; the freedom to fear nothing but fear itself, as Roosevelt expressed it in his country's hour of crisis. That Quixotic understanding of the meaning of freedom is what I would like to see in the universities of our time, what I would single out as an urgent need in the crisis of ideas which grips the world.

Those revolutionaries in whom ambitious nationalism is the paramount consideration put freedom on a lower plane and ask for a few years of truce in which to lay the foundation of a new order untrammelled by its demands. In our belief, such a truce serves only to subject mankind to a new form of slavery. For us freedom is paramount. A people which is conscious of its dignity can wage its struggle on any battlefield. A people which relaxes its vigilance, which allows its freedom to be compromised,

loses its sense of self-respect. Such curtailment of freedom is not discipline but abasement. There are of course social struggles which, like all struggles, demand great sacrifices. In a time of emergency people are willing to forego almost anything. But to forego freedom as man's highest aspiration and most urgent need, whether it be the freedom of the humblest or the most exalted, is to relinquish something of one's essential worth as a human being.

The second survey of voluntary report was conducted during the last four months of 1957. With it was completed the survey of annual giving which the American Alumni Council has made for the last twenty years. One less questionnaire for the colleges to fill out. For two reasons the report of the findings has not been made yet: (1) a number of universities which had large gift totals to report needed more time than had been allotted to cope with Germany; (2) the Friden Calculating Machine Company, which has years ago did an invaluable good job for us was unable to put any of its track corps of women operators to work on our tabulations until 1 January. (They were absorbed during December in contracts for three of New York's largest banks.)

But Ted Disher asked the other AAC, the ACPA and the GRA to make at this meeting at least a preliminary report on the survey, and it has been a pleasure to prepare it. What I give you here, on behalf of the three cooperating organizations, is the top of the mountain—only I suppose, would be the best chance in history. Let me say at once, however, that the program reviewed is not backward; it is forward.

Notes: This paper forecasts the needs for an oral report made to the AA not meeting on 2 January 1958; the Joint President's Council on the AA of the Council for Transatlantic Aid to Education.

## VOLUNTARY SUPPORT OF AMERICA'S COLLEGES AND UNIVERSITIES, 1956-1957— A PARTIAL VIEW

JOHN A. POLLARD

VICE PRESIDENT, RESEARCH, COUNCIL FOR FINANCIAL AID TO EDUCATION

**T**WO years ago the Council for Financial Aid to Education, in cooperation with the American College Public Relations Association, conducted the first known survey of the voluntary support accorded to America's degree-granting colleges and universities. It was a hard test to devise an adequate inquiry form, which we at the Council call Gargantua. But numerous institutions, from Harvard to Stanford, have found it a helpful guide to all available sources in their hunt for voluntary support.

An unexpected by-product of the 1955 survey is that the detailed report of its main findings was adopted as a textbook in a course given at Teachers College, Columbia University.

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But Ted Distler asked the other AAC, the ACPRA and the CFAE to make at this meeting at least a preliminary report on the survey, and it has been a pleasure to prepare it. What I give you here, on behalf of the three cooperating organizations, is the top of the menu—crab, I suppose, would be the best choice in Florida. Let me say at once, however, that the progress revealed is not backward.

**NOTE:** This paper furnished the basis for an oral report made to the Annual Meeting, on 8 January 1958, by Acting President Norman P. Auburn of the Council for Financial Aid to Education.



Noel Johnston, Ernie Stewart and I thought it might be well to make a fifty-college sample of some of the findings of the 1957 survey and this is what I have done. The choices were determined (1) by whether the individual institution had filled out questionnaires for both years, (2) by type and (3) by geography. Also I tried to include all of the colleges whose presidents are directors of CFAE. Here is the list of institutions:

*Private Liberal Arts Colleges*

1-A—FOR MEN	1B—FOR WOMEN	1C—COEDUCATIONAL	
Bowdoin	Bryn Mawr	Berea	Middlebury
Colgate	Connecticut	Carleton	Oberlin
Dartmouth	Mills	Colby	Occidental
Davidson	Vassar	Cornell College	Pomona
Franklin & Marshall	Wellesley	DePauw	Reed
Kenyon	- 5	Hendrix	Swarthmore
Williams			- 12
- 7			

*2—Private Universities*

Chicago	Emory	New York Univ.	Stanford
Columbia	Harvard	Notre Dame	Vanderbilt
Cornell	Johns Hopkins	Princeton	Washington
Denver	Loyola	Rice Institute	(St. Louis)
	(New Orleans)		Yale
			- 16

*3—Private Technological Institutions*

California Institute of Technology  
 Illinois Institute of Technology  
 Worcester Polytechnic Institute  
 - 3

*4—Tax-Supported Universities*

Rutgers University	University of Michigan
University of Akron	University of Minnesota
University of Alabama	University of Wisconsin
University of Illinois	- 7

It is wise to say, before giving you any of the statistics, that they have not all been verified four times, as they should have been, but only twice. Time ran short and there were other relentless demands to be met. But the grand totals are guaranteed to be strictly accurate and the breakdowns nearly so, with here and there the variation of only a few dollars or an infinitesimal fraction of a percentage point.

*Grand Totals for 1955 and 1957*—During 1954-55 the 50 colleges and universities in our sample received a grand total of \$113,620,280; in the fiscal year 1956-57 a grand total of \$275,159,180. The increase during the two-year period averaged 142.2 per cent for the 50 institutions. Of the grand total for 1956-57, the alumni contributed \$36,286,193, or 13.2 per cent. We have no comparable figure for 1955.

By groups, the increases during the two-year period were as follows:

Group	Grand Total 1954-1955	Grand Total 1956-1957	Increase	Alumni Share of Grand Total 1956- 1957
1A) 7 private men's colleges	\$ 5,424,766	\$ 12,487,790	130.2%	34.2%
1B) 5 private women's colleges	3,560,374	9,909,102	178.3%	32.1%
1C) 12 private co-educational colleges	8,013,999	17,498,340	118.3%	15.7%
2) 16 private universities	74,508,657	201,267,801	170.1%	12.3%
3) 3 private technological institutes	4,713,286	12,447,031	164.1%	7.1%
4) 7 tax-supported universities	17,399,198	21,549,116	23.9%	1.7%
	<u>\$113,620,280</u>	<u>\$275,159,180</u>	<u>142.2%</u>	<u>13.2%</u>

As you see, thanks to the Ford (Foundation) in our present, the traffic grows in volume and moves ahead. Only the seven tax-supported universities did not receive Ford Foundation grants for faculty salaries.

Incidentally, among the liberal arts group of colleges, two of the women's and three of the coeducational colleges credited their Ford Foundation capital grants to Source 1, Business Concerns. Evidently some presidents and development officers do not read the bible—"American Foundations and Their Fields," published by Raymond Rich Associates and Marts and Lundy, Inc., seventh edition, 1955. There a foundation is defined as

... a nonprofit, legal entity having a principal fund of its own, or receiving the charitable contributions of a living

founder or founders, which is governed by its own trustees or directors and which has been established to serve the welfare of mankind.

It is the Ford Motor Company Fund which receives and disburses company profits for charitable ends. The *Ford family* created the *Foundation* with a principal fund of its own.

The effect of the Ford Foundation grants for faculty salaries shows not only in the increased dollar volume of voluntary support, 1957 over 1955, but in a direct reversal of the portions of the grand total which the colleges received for current operations and for capital. In 1954-55 the 50 institutions in our sample received 61.5 per cent of their voluntary support in gifts for use in current operations; in 1956-57, 38.9 per cent. In 1954-55, gifts for capital represented 38.5 per cent of the grand total received; in 1956-57, 61.1 per cent. The shift was most pronounced among the 16 private universities in our sample. They went from 65.4 per cent received for current operations in 1954-55 to 63.4 per cent received for capital in 1956-57. Only the seven tax-supported universities in the sample went counter to this trend. In the two-year span their receipts for capital dropped from 42.7 per cent of the total to 16.7 per cent, and their receipts for current operations jumped considerably, from 57.3 per cent to 83.3 per cent. (See Table I.)

*Sources of Support*—When we come to analyze the sources of the grand total of voluntary support received by the 50 colleges and universities during 1956-57, the Ford Foundation's grants to private institutions for faculty salaries are again a dominant element. In the 1954-55 survey the percentages of the grand total of \$336 million received by the 728 colleges and universities reporting, were as follows:

1. Alumni(æ) .....	15.50 per cent
2. General welfare foundations .....	14.96 per cent
3. Religious denominations (including estimated value of "services contributed" by Catholic clergy) .....	12.76 per cent
4. Business corporations .....	11.72 per cent
5. Bequests .....	10.62 per cent
6. Other individuals and/or families .....	9.20 per cent
7. Governments .....	8.89 per cent
8. Non-alumni(æ), non-church groups .....	5.55 per cent
9. Other sources (i.e., not defined in any of the other 10) .....	4.54 per cent

TABLE I  
COMPARISON OF VOLUME OF VOLUNTARY SUPPORT FOR (A) CURRENT OPERATIONS AND (B) CAPITAL DURING THE  
FISCAL YEARS 1954-1955 AND 1956-1957

Group	Current Operations		Capital	
	1954-1955	1956-1957	1954-1955	1956-1957
All 50 colleges and universities in the sample	\$69,871,930 (61.5%)	\$106,905,844 (38.9%)	\$43,748,342 (38.5%)	\$188,253,324 (61.1%)
1A) 7 private men's colleges	3,023,286 (55.7%)	3,569,818 (28.6%)	2,401,480 (44.3%)	8,917,972 (71.4%)
1B) 5 private women's colleges	1,748,828 (49.1%)	2,953,528 (29.8%)	1,811,746 (50.9%)	6,955,573 (70.2%)
1C) 12 private coeducational colleges	3,398,916 (42.4%)	3,879,957 (22.2%)	4,615,080 (57.6%)	13,018,377 (77.8%)
2) 16 private universities	48,761,315 (65.4%)	73,665,170 (36.6%)	25,747,338 (34.6%)	127,602,828 (63.4%)
3) 3 private technological institutes	2,967,192 (63%)	4,891,057 (39.3%)	1,746,094 (37%)	7,555,972 (60.7%)
4) 7 tax-supported universities	9,972,593 (57.3%)	17,946,314 (83.3%)	7,426,604 (42.7%)	3,602,803 (16.7%)

10. Trusts, annuities, life contracts .....	3.38 per cent
11. Governing board .....	2.88 per cent

In our sample of 50 colleges and universities which took part in both surveys, these percentages evidently were changed in some measure by the very nature of the sample and certainly by the Ford Foundation grants. These made the general welfare foundations stand out among the other sources like a Continental Mark III among Citroens and Hillmans. The percentage figure for the foundations rose from 14.96 to 45.44 between 1955 and 1957 and reached almost three times the percentage figure for the most productive source of gifts in the 1954-55 survey.

Here is how this verdant picture looks for 1956-57:

<i>Source</i>	<i>Dollars Contributed</i>	<i>Per Cent of Grand Total</i>
1. General welfare foundations	\$123,253,172	45.44%
2. Bequests	32,739,117	12.07%
3. Alumni*	28,973,571	10.68%
4. Business corporations	20,202,830	7.45%
5. Other individuals and/or families	15,245,014	5.62%
6. Non-alumni, non-church groups	15,025,998	5.54%
7. Governments	13,420,894	4.95%
8. Trusts, annuities, life contracts	9,328,267	3.44%
9. Governing board	6,749,658	2.49%
10. Other sources	4,518,150	1.67%
11. Religious denominations	1,767,574	0.65%
	<hr/> \$271,224,245**	<hr/> 100.00%

\* Alumni gifts under Items 2, 8 and 9 above raised the alumni total to \$36,286,193, or about 13.4 per cent of the \$271,224,245.

\*\* The University of Alabama and the University of Illinois were unable to furnish a breakdown of their voluntary support by sources, and their receipts do not figure in this table.

Time did not permit a study of the sources of the \$113,620,280 which the 50 colleges and universities in our sample reported for the fiscal year 1954-55. Hence it is not possible to compare exactly the increase or decrease in the dollar volume of gifts from other sources than the general welfare foundations. Is the jump from the grand total of \$113,620,280 two years ago to the 1956-57 grand total of \$275,159,180 due only to the obvious

spurt in foundation support paced by the Ford Foundation? The answer, necessarily tentative, is no.

Let us assume that our 50-college sample received gifts from the eleven sources on the averages established for all 728 colleges and universities which took part in the 1954-55 survey. The comparative amounts received by the 50 colleges would then be:

Source	Grand Total, 1954-1955 (estimated)	Grand Total, 1956-1957	Increase or Decrease
Business concerns	\$13,316,296	\$ 20,202,830	+ 51.7%
Religious denominations	14,497,946	1,767,574	- 87.8%
Governing board	3,272,264	6,749,658	+ 106.3%
Alumni (ae)	17,611,143	28,973,571	+ 64.5%
Other individuals and/or families	10,453,065	15,245,014	+ 44.6%
General welfare foundations	16,997,593	123,253,172	+ 625.1%
Non-alumi, non-church groups	6,305,925	15,025,998	+ 138.3%
Governments	10,100,842	13,420,894	+ 32.9%
Bequests	12,066,473	32,739,117	+ 171.3%
Trusts, annuities, life contracts	3,850,365	9,328,267	+ 142.3%
Other sources	5,158,360	4,518,150	- 12.4%

On this basis, the colleges' gifts from nine of the eleven sources increased over the two-year span. The decrease in support from Religious Denominations is accounted for partly by the fact that the sample of 50 colleges and universities merely happens to have few Roman Catholic institutions in it. As we all know, the value of "contributed services" in the voluntary support of Roman Catholic colleges and universities is rightly high.

Aside from that one large decrease in support the picture is encouraging, especially for what it reveals of progress in cultivating alumni, business concerns, and non-alumni and non-church groups, and in seeking bequests.

*Uses of the Gifts Received*—You have heard of the switch in emphasis between 1955 and 1957 from gifts for current operations to gifts for capital. The ratio was about three to two, but became roughly two to three for at least 1956-57. It may well remain that way until all of the Ford Foundation's \$260 million appropriation for faculty salary and accomplishment grants has been paid to the colleges.

Time permitted a close look at the questionnaire returns of



only the seven men's colleges, in the hunt for trends in giving for specific purposes or uses. In 1956-57 these seven colleges—Bowdoin, Colgate, Dartmouth, Davidson, Franklin and Marshall, Kenyon and Williams—received a total of \$3,569,817 in voluntary gifts for current operations. It seemed to me quite significant that nearly 48 per cent of this amount was given for unrestricted use and nearly 23 per cent for faculty and staff. The whole range was as follows:

Use or Purpose	% of Total
Unrestricted	47.72%
Faculty & staff	22.88%
Research	13.31%
Student aid	9.92%
Other purposes	4.17%
Buildings & grounds	2.00%

Also significant was the voluntary support furnished during 1956-57 by *business concerns* for current operations of these seven men's colleges. The total of it was \$428,740, an increase of 63 per cent over the \$262,020 they received from business corporations for current operations in 1954-55. The uses intended for the gifts seem to show an increasing sophistication on the part of the companies:

Use or Purpose	Amount Given	% of Total
Unrestricted	\$189,790	44.0%
Student aid	110,308	25.8%
Faculty & staff	81,120	19.0%
Buildings & grounds	26,000	6.1%
Other purposes	11,000	2.6%
Research	10,522	2.5%

*Conclusions*—Putting the statistics of this report before you has been the act of a Friden Ultra-Matic, in which a still better known machine, THINK, has had but a small role.

What *do* I think? I believe that this 50-college sample of the 1956-57 survey of voluntary support indicates a needed and welcome growth in the volume of support since 1954-55. I believe that the faculty salary grants which most of the 43 non-tax-supported colleges and universities in our sample obviously received make the picture look rosier than a study of the 900 usable

questionnaires received in the CFAE offices will prove it to be. I sense, however, that the Ford Foundation grants of \$260 million already referred to *are* proving to be the incentive which the trustees of the foundation intended them to be. Colleges and universities represented here are at this very minute conducting campaigns in which they hope to match, in increased endowment for faculty salaries, the Ford Foundation grants.

Obviously a college or university that is doing its work well always needs more funds. That is why, sixty years ago, Charles W. Eliot wrote:

The Corporation should be always pushing after more professorships, better professors, more land and buildings, and better apparatus. It should be eager, sleepless, and untiring, never wasting a moment in counting laurels won, ever prompt to welcome and apply the liberality of the community, and liking no prospect so well as that of difficulties to be overcome and labors to be done in the cause of learning and public virtue.

Our 50-college-sample report is a reminder of "difficulties to be overcome and labors to be done." It is well that we in higher education live in a world of aspiration, where complacency has no home. Traveling the long and winding trail of educational fund raising does lead to a summit, but it is always in the range just beyond.

## MEETING OF PRESIDENTS' WIVES

ALICE DISTLER  
EXECUTIVE SECRETARY

MRS. J. Ollie Edmunds of Stetson University called the annual meeting of the Presidents' Wives to order at 9:30 A.M. in the television room of the diLido Hotel in Miami Beach, Florida. It soon became apparent that the room was too small for the 140 ladies attending. While the ladies were introducing themselves, the assistant manager found another room which was not in use until later in the morning. What a relief it was to be able to have a little elbow room and enough fresh air for everyone to breathe! When the introductions were finished, the minutes of the 1957 meeting were read and approved.

Mrs. Edmunds introduced Mrs. Jay F. W. Pearson, wife of the President of the University of Miami, who gave the schedule of planned activities.

The meeting was then turned over to Mrs. Theodore A. Distler who introduced the ladies participating in the program. Mrs. Oliver C. Carmichael, Jr., of Converse College, South Carolina, gave her impressions of the presidents' institute held at the Harvard Graduate School of Business Administration in June 1957. The daily programs, although a bit strenuous, were most interesting and helpful. At the end of the institute the ladies felt the role of a college president's wife was really quite important. The varied case studies discussed gave them more assurance of the way in which they could tackle future campus problems.

The Pugwash Experiment was discussed by Mrs. Daniel Z. Gibson, Washington College, Maryland; Mrs. Louis W. Norris, MacMurray College, Illinois and Mrs. Samuel B. Gould, Antioch College, Ohio.

Mrs. Gibson gave a thumb-nail sketch of Mr. Cyrus S. Eaton's home in Pugwash and a time schedule of the daily routine. Dean Jacob Klein of St. John's College, Maryland and Dean William C. DeVane of Yale led the discussions. While the men discussed Plato's "Symposium," Swift's "Gulliver's Travels," Ortega's "The Revolt of the Masses" and Tillich's "The Courage to Be" the wives sat on the fringe and quietly took notes, knitted, en-

joyed the fire and rocked. Mrs. Gibson felt that the presidents and their wives returned home from the conference stimulated, inspired and determined to carry on the intellectual activity that was encouraged there.

The conference at the University of the South, Sewanee, Tennessee was reported on by Mrs. Louis W. Norris. The leaders, Dr. Edward McCrady, Jr., University of the South, and Dr. Robert W. McEwen, Hamilton College, New York, used two scientific books by Schrödinger and Gamov, together with books by More, Whitehead and Snow. Since Dr. McCrady was better qualified than the rest of the group to discuss the science books, the presidents were happy to allow him to do most of the talking. However, Whitehead's "Aims of Education" made the presidents feel more in their element, and it was difficult for the leader, Dr. McEwen, to keep them away from shop talk, which was forbidden. The audience was amused when Mrs. Norris said that she thought "the men spent entirely too much time discussing the fact that all women in Utopia dressed alike so their clothes never went out of style and no one wasted time or money shopping." In conclusion Mrs. Norris said, "I think I can truly say we all left the conference more devoted to the liberal arts, and, though we had not reached Whitehead's 'stages of precision and generalization,' we had reached the 'stage of romance,' for our wonder and curiosity had been aroused in several fields and we were determined to keep on shaping questions and seeking answers."

Mrs. Samuel B. Gould presented the report on the conference at Wagon Wheel Ranch in Colorado in her pithy and inimitable humorous style. She felt that the conference "had the ideal combination of relaxing time in beautiful surroundings, congenial company and just the right mixture of the intellectual and social."

Mrs. Robert W. McEwen, who had attended the 1956 conference at Pugwash and the 1957 conference at Sewanee, spoke briefly on the evident stimulation of this type of conference on the much harrassed college presidents and expressed the hope that many more would have the opportunity of attending similar meetings.

In the early afternoon the ladies boarded buses, and, with the

help of some members of the University of Miami staff, had a sightseeing tour en route to the beautiful and dynamic university campus. The ladies were greeted at the Joe and Emily Lowe Art Gallery by Mrs. Pearson and Mrs. Beall, the assistant director of the gallery.

"The Family of Man" is an exhibition of creative photography conceived and directed by the famed photographer Edward Steichen for the Museum of Modern Art. It has as its theme the universal oneness of human beings all over the world. Made possible under the Museum of Modern Art's International Program, the exhibition includes 503 photographs by 273 photographers from 68 countries. In addition to being exhibited in major U. S. cities, "The Family of Man" has been shown in Berlin, Munich, Paris, Amsterdam, Brussels, Rome, London and Vienna and in Japan. Copies are now touring Scandinavia, South America and India.

The exhibition was so fascinating that the ladies found it difficult to stop long enough to enjoy the lovely tea party.

Bright and early on Thursday morning buses transported the ladies to Barry College, situated at Miami Shores and administered by the Sisters of St. Dominic of Adrian, Michigan. The college is aptly called "Barry—the College Beautiful." The buildings and grounds have an appealing, homey atmosphere.

After a welcoming address and a delightful musical program by students, the ladies browsed around the Art Gallery in Sedes Sapientiae Hall where a one-man exhibition by J. Robson Kennedy was on display.

The ladies were then escorted to the Social Hall in the Stella Matutina Residence for a coffee hour made even more pleasant by a Florida winter fashion show presented by the tailoring class. Our hostesses were most gracious and we were loath to leave, but there were some time-schedules to be met.

In spite of the cold, inclement weather, I am sure the wives were happy to get together to chat, exchange ideas and to enjoy the events which had been so thoughtfully planned by the Florida hostesses.

## COMMISSION ON ACADEMIC FREEDOM AND TENURE

LOUIS T. BENEZET

PRESIDENT, COLORADO COLLEGE

**A**T the meeting of the Commission held at Miami Beach on 7 January 1958, the statement on procedural standards for faculty dismissal hearings, on which the Commission has centered its work for the past two years, was passed in its latest form, as distributed in December to the membership of the Association, with four small changes in phrasing, namely:

(I) Page 3, section 4. Delete sentences two and three of the paragraph. It was agreed on final inspection that the method of picking an ad hoc hearing committee might be left to the individual institution without specification.

(II) Page 3, section 5, paragraph 3. Change sentence 4 to read: "The faculty member should have the opportunity to be confronted by all witnesses adverse to him. Where unusual and urgent reasons move the hearing committee to withhold this right, or where the witness cannot appear, the identity of the witness, as well as his statements, should nevertheless be disclosed to the faculty member."

(III) Page 4, section 6, paragraph 1. End the penultimate sentence after the words "governing body of the institution." Add a fresh sentence: "The president and the faculty member should be notified of the decision in writing and should be given a copy of the record of the hearing."

(IV) Page 4, section 7. Delete the final sentence. It was felt that this last suggestion of a joint meeting of governing board with hearing committee might in some cases lead to general demands to re-hear the whole case ad infinitum.

The statement, as amended, is annexed to this report.

Your Commission hopes that the statement, which was presented in plenary session at the last meeting of the Association and has since been circulated twice throughout the membership, may now be accepted as policy. It has already been so accepted by the Council of the American Association of University Professors. What use is made of it thereafter becomes a matter for each institution according to its own policies to decide.



Since the meeting of 1955, reference has been made each year to the growing problem of faculty moves from one institution to another and the rights, obligations and considerations involved. Thus far our deliberations have been limited to resolutions for virtue and against sin. The Commission takes note meanwhile of a recent set of recommendations made by Committee A of the AAUP (4 August 1957) concerning among other things the proper date for notifying faculty not on tenure of their reappointment or termination, as well as the proper date for reply in case the teacher intends to leave.

Interest throughout the Association is rising on these points. Your Commission makes the following recommendation: that early consultation be sought with appropriate representatives of AAUP on the possible preparation of a set of standards on such matters as faculty recruitment between colleges and universities; proper dates for notification of reappointment, acceptance, etc.; minimal expectancies for consulting department heads, deans and presidents at both ends of the process; reasonable time limits for the acceptance of foundation grants, fellowships, etc., calling for leave of absence; and something which might without asperity be referred to as the sanctity of agreements to appoint and to serve. We should regard academic tenure and the reappointments leading up to tenure as a two-way street. In the conditions already upon us it may be no reflection upon our trade to suggest that we need a code of ethics which will buttress both the teacher and the administrator in our typically informal contractual matters. It has been the tradition of college teaching that ours is a gentle profession. Perhaps a gentle profession requires added protection when the going gets rough.

A final topic discussed by the Commission concerned the policies, or lack of policies, governing the freedom of student and other campus groups to invite outside speakers to address college audiences. Variety was found to exist among the commission members and visitors as to the extent of this freedom on their campuses. At length it was proposed that this be recommended to the incoming chairman of our Commission as the proper subject for a clarifying statement to be presented at our next annual meeting, which may set forth the place and limits of student option in inviting outside speakers, within the context of education in responsibility. It was pointed out that the Amer-

ican Council on Education's Committee on the College Student might be a useful consultant in this matter.

The Commission took note of a communication by Professor E. F. Borgatta of New York University raising the question whether a new statute in that state requiring the certification of psychologists represents a threat to academic freedom. There was no time left to discuss this question and it must remain hold-over business.

One concluding word on our well-belabored statement on dismissal hearings. The statement cannot possibly serve as a rule book for each and every campus in each and every situation. The introductory comments are purposely discursive rather than definitive and may be left out of your local transcription without offending their authors. Some larger colleges may find the role of the president, as we have described it in the outline, rather too central: your dean or vice president, poor fellow, may have to bear the brunt.

More important than anything in the document are two ideas which came to us in our work with the AAUP.

One is the cordial agreement we came to that college teaching is something the professor does not do "for" anybody except his students. In the same spirit college teachers must monitor their own membership and join hands with administrators in replacing mediocrity or worse with dedicated competence. In no other way can we meet the tasks placed upon us.

The second is the belief that through an extension of joint action the college teaching profession can accomplish great good of a general nature. There is still much room for better administrative-faculty agreement on the topic of just cause for dismissal, on the communist issue and on many matters more promising and positive. Let us keep the AAUP-AAC conference doors open. We believe happier and more effective campus communities for all of us will be one sure result.

STATEMENT ON PROCEDURAL STANDARDS IN  
FACULTY DISMISSAL PROCEEDINGS*Introductory Comments*

Any approach toward settling the difficulties which have beset dismissal proceedings on many American campuses must look beyond procedure into setting and cause. A dismissal proceeding is a symptom of failure; no amount of use of removal process will help strengthen higher education as much as will the cultivation of conditions in which dismissals rarely if ever need occur.

Just as the board of control or other governing body is the legal and fiscal corporation of the college, the faculty are the academic entity. Historically the academic corporation is the older. Faculties were formed in the Middle Ages, with managerial affairs either self-arranged or handled in course by the parent church. Modern college faculties, on the other hand, are part of a complex and extensive structure requiring legal incorporation, with stewards and managers specifically appointed to discharge certain functions.

Nonetheless, the faculty of a modern college constitute an entity as real as that of the faculties of medieval times, in terms of collective purpose and function. A necessary pre-condition of a strong faculty is that it have first-hand concern with its own membership. This is properly reflected both in appointments to and in separations from the faculty body.

A well-organized institution will reflect sympathetic understanding by trustees and teachers alike of their respective and complementary roles. These should be spelled out carefully in writing and made available to all. Trustees and faculty should understand and agree on their several functions in determining who shall join and who shall remain on the faculty. One of the prime duties of the administrator is to help preserve understanding of those functions. It seems clear on the American college scene that a close positive relationship exists between the excellence of colleges, the strength of their faculties and the extent of faculty responsibility in determining faculty membership. Such a condition is in no wise inconsistent with full faculty awareness of institutional factors with which governing boards must be primarily concerned.

In the effective college a dismissal proceeding involving a faculty member on tenure, or one occurring during the term of an appointment, will be a rare exception, caused by individual human weakness and not by an unhealthful setting. When it does come, however, the college should be prepared for it, so that both institutional integrity and individual human rights may be preserved during the process of resolving the trouble. The faculty must be willing to recommend the dismissal of a colleague when necessary. By the same token, presidents and governing boards must be willing to give full weight to a faculty judgment favorable to a colleague.

One persistent source of difficulty is the definition of adequate cause for the dismissal of a faculty member. Despite the 1940 Statement of Principles of Academic Freedom and Tenure and subsequent attempts to build upon it, considerable ambiguity and misunderstanding persist throughout higher education, especially in the respective conceptions of governing boards, administrative officers and faculties concerning this matter. The present statement assumes that individual institutions will have formulated their own definitions of adequate cause for dismissal, bearing in mind the 1940 Statement and standards which have developed in the experience of academic institutions.

This statement deals with procedural standards. Those recommended are not intended to establish a norm in the same manner as the 1940 Statement of Principles of Academic Freedom and Tenure, but are presented rather as a guide to be used according to the nature and traditions of particular institutions in giving effect to both faculty tenure rights and the obligations of faculty members in the academic community.

#### *Procedural Recommendations*

##### **1. Preliminary Proceedings Concerning the Fitness of a Faculty Member**

When reason arises to question the fitness of a college or university faculty member who has tenure or whose term appointment has not expired, the appropriate administrative officers should ordinarily discuss the matter with him in personal conference. The matter may be terminated by mutual consent at this point; but if an adjustment does not result, a standing or

ad hoc committee elected by the faculty and charged with the function of rendering confidential advice in such situations, should informally inquire into the situation, to effect an adjustment if possible and, if none is effected, to determine whether in its view formal proceedings to consider his dismissal should be instituted. If the committee recommends that such proceedings should be begun, or if the president of the institution, even after considering a recommendation of the committee favorable to the faculty member, expresses his conviction that a proceeding should be undertaken, action should be commenced under the procedures which follow. Except where there is disagreement, a statement with reasonable particularity of the grounds proposed for the dismissal should then be jointly formulated by the president and the faculty committee; if there is disagreement, the president or his representative should formulate the statement.

#### 2. Commencement of Formal Proceedings

The formal proceedings should be commenced by a communication addressed to the faculty member by the president of the institution, informing the faculty member of the statement formulated, and informing him that if he so requests, a hearing to determine whether he should be removed from his faculty position on the grounds stated will be conducted by a faculty committee at a specified time and place. In setting the date of the hearing, sufficient time should be allowed the faculty member to prepare his defense. The faculty member should be informed, in detail or by reference to published regulations, of the procedural rights that will be accorded to him. The faculty member should state in reply whether he wishes a hearing and, if so, should answer in writing, not less than one week before the date set for the hearing, the statements in the president's letter.

#### 3. Suspension of the Faculty Member

Suspension of the faculty member during the proceedings involving him is justified only if immediate harm to himself or others is threatened by his continuance. Unless legal considerations forbid, any such suspension should be with pay.

#### 4. Hearing Committee

The committee of faculty members to conduct the hearing and reach a decision should either be an elected standing committee not previously concerned with the case or a committee estab-

lished as soon as possible after the president's letter to the faculty member has been sent. The choice of members of the hearing committee should be on the basis of their objectivity and competence and of the regard in which they are held in the academic community. The committee should elect its own chairman.

#### 5. Committee Proceeding

The committee should proceed by considering the statement of grounds for dismissal already formulated, and the faculty member's response written before the time of the hearing. If the faculty member has not requested a hearing, the committee should consider the case on the basis of the obtainable information and decide whether he should be removed; otherwise the hearing should go forward. The committee, in consultation with the president and the faculty member, should exercise its judgment as to whether the hearing should be public or private. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matter set forth in the president's letter to the faculty member should be received.

The president should have the option of attendance during the hearing. He may designate an appropriate representative to assist in developing the case; but the committee should determine the order of proof, should normally conduct the questioning of witnesses, and, if necessary, should secure the presentation of evidence important to the case.

The faculty member should have the option of assistance by counsel, whose functions should be similar to those of the representative chosen by the president. The faculty member should have the additional procedural rights set forth in the 1940 Statement of Principles of Academic Freedom and Tenure, and should have the aid of the committee, when needed, in securing the attendance of witnesses. The faculty member or his counsel and the representative designated by the president should have the right within reasonable limits to question all witnesses who testify orally. The faculty member should have the opportunity to be confronted by all witnesses adverse to him. Where unusual and urgent reasons move the hearing committee to withhold this right, or where the witness cannot appear, the identity of the witness, as well as his statements, should nevertheless be dis-



closed to the faculty member. Subject to these safeguards, statements may when necessary be taken outside the hearing and reported to it. All of the evidence should be duly recorded. Unless special circumstances warrant, it should not be necessary to follow formal rules of court procedure.

#### 6. Consideration by Hearing Committee

The committee should reach its decision in conference, on the basis of the hearing. Before doing so, it should give opportunity to the faculty member or his counsel and the representative designated by the president to argue orally before it. If written briefs would be helpful, the committee may request them. The committee may proceed to decision promptly, without having the record of the hearing transcribed, where it feels that a just decision can be reached by this means; or it may await the availability of a transcript of the hearing if its decision would be aided thereby. It should make explicit findings with respect to each of the grounds of removal presented, and a reasoned opinion may be desirable. Publicity concerning the committee's decision may properly be withheld until consideration has been given to the case by the governing body of the institution. The president and the faculty member should be notified of the decision in writing and should be given a copy of the record of the hearing. Any release to the public should be made through the president's office.

#### 7. Consideration by Governing Body

The president should transmit to the governing body the full report of the hearing committee, stating its action. On the assumption that the governing board has accepted the principle of the faculty hearing committee, acceptance of the committee's decision would normally be expected. If the governing body chooses to review the case, its review should be based on the record of the previous hearing, accompanied by opportunity for argument, oral or written or both, by the principals at the hearing or their representatives. The decision of the hearing committee should either be sustained or the proceeding be returned to the committee with objections specified. In such a case the committee should reconsider, taking account of the stated objections and receiving new evidence if necessary. It should frame its decision and communicate it in the same manner as before.

Only after study of the committee's reconsideration should the governing body make a final decision overruling the committee.

#### 8. Publicity

Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements about the case by either the faculty member or administrative officers should be avoided so far as possible until the proceedings have been completed. Announcement of the final decision should include a statement of the hearing committee's original action, if this has not previously been made known.

## COMMISSION ON THE ARTS

DANIEL Z. GIBSON

PRESIDENT, WASHINGTON COLLEGE

AS a comprehensive article entitled "The Arts Program Comes of Age" appeared in the December 1957 issue of the *Association of American Colleges Bulletin*, this report will be brief.

After 21 years the origin of the Arts Program is well known. Its objective is still, as stated by those who conceived the idea for this endeavor, "to stimulate interest in music and other arts as a part of higher general education." The operation continues on the basis of the visitation plan, which was heartily endorsed when it was first presented to the Association of American Colleges by Frederick P. Keppel, then president of the Carnegie Corporation of New York, and Eric T. Clarke, at that time music adviser to the Corporation.

With the termination in 1945 of three grants, totaling over \$153,000, the Association voted to supply operating expenses and to establish the Arts Program on a permanent basis.

The program has been further strengthened by an annual grant of \$5,000 provided since 1956 by the Charles E. Culpeper Foundation and more recently by a subvention from the Danforth Foundation for a three-year period beginning in 1957. The latter has permitted an extension of our activities into the fields of philosophy, comparative religion, theology, contemporary history and literature, the philosophy of history, and science, particularly in its humanistic implications.

Visitors under the Danforth Foundation project for the current year are such distinguished leaders as Dr. Arthur H. Compton, American scientist, Dr. Marjorie Reeves, an historian from Oxford University, and Dr. John S. Whale, English theologian. They have been assigned to 48 campuses for visits of two to five days. Careful plans for utilizing their resources have been prepared in cooperation with each visiting lecturer. The major portion of the cost of securing these visitors is supplied by the Foundation. In this way we bridge the gap between the actual expense and what most colleges can pay. Sufficient funds will be available to increase substantially the number of visiting lecturers both from the United States and from abroad during the

academic year 1958-59. We welcome the recommendations and suggestions of member institutions to enable us to select the most distinguished foreign and domestic scholars as Danforth visitors.

In the field of music—still the major activity of the agency—plans for the future are encouraging. Beginning with the fall of 1958, the Arts Program, in cooperation with the Coolidge Foundation of the Library of Congress, will be actively engaged in a three-year project to promote chamber music. At first, visits by one of several fine string quartets will be confined to institutions in Alabama, Louisiana and Mississippi, but if the response warrants expansion an additional subvention will be sought for that purpose.

Since we have now reached our majority it is appropriate to compare the operation in 1936-37 with that in 1957-58. In the first year, seven visitors were announced and 35 visits were arranged. During the current season (which will not end for another five months), 35 visitors are available and arrangements have already been made for 203 visits. By the end of May this figure will have increased.

From the year of its origin the objective of the Arts Program has been carefully maintained. The operation is competently handled from an office located in New York, directed by Miss Norwood Baker.

## COMMISSION ON CHRISTIAN HIGHER EDUCATION

I. LYND ESCH

PRESIDENT, INDIANA CENTRAL COLLEGE

TO be associated with an organized program of Christian Higher Education in days which challenge both the minds and the souls of men is a privilege indeed. The members of your Commission on Christian Higher Education have been mindful of the privilege which is theirs and have given themselves earnestly to the work of the Commission throughout the year. Only its activities beyond those of organizational routine will be noted in this brief report.

The close of the previous year found progress being made toward a solution of the problem of social security for the ordained members of the faculties of our institutions. We are pleased to report that what appears to be a satisfactory solution to this problem has been found in the enactment into law of the Reed Bill in the 1957 session of the U. S. Congress. By the provisions of this law, ordained ministers who are employed in institutions which may be ruled to be an integral part of their supporting church organizations will have until 15 April 1959 to file the necessary waiver and enter the social security program as self-employed persons. Complete instructions regarding procedures to be followed have gone out from the Association office to the institutions concerned.

Two additional state-wide meetings of college trustees were co-sponsored by the Commission in 1957. These were held in Illinois and Ohio. The meetings were well attended and those in attendance were enthusiastic in their statements of the value of these sessions. The college associations in all of the states where these initial trustee meetings were held are planning for future meetings which they hope may be on an annual basis. The original meetings were made possible by a grant from the Lilly Endowment, Inc., and this Commission as well as the state associations wish to acknowledge this support with gratitude.

On 2 April representatives of the church-related colleges of the north central region met in Chicago. Under the leadership of Dr. Thomas E. Jones, president of Earlham College, there was a stimulating discussion regarding the problems of the church-

related college. From this discussion came a recommendation to the Commission that it should organize another conference, similar to the one held in 1956 at Gould House, for the specific purpose of "formulating a strong, positive statement concerning the spiritual mission of the Christian Colleges."

Such a conference was authorized by your Commission at its meeting in Washington on 9 May. The conference, composed of representatives from the National Catholic Educational Association, the Commission on Higher Education of the National Council of Churches and this Commission of the Association, together with some special resource leaders, was held at the Hotel Hershey, Hershey, Pennsylvania, 19-21 July. The conference members gave themselves diligently to the work of preparing a statement of common purpose and objectives upon which the various groups could agree. The statement thus formulated was signed by the concurring members of the group and has since been released for general distribution and published in the *BULLETIN* of the Association. The Commission has given formal approval to this statement and recommends that it be given careful study to the end that it may be used as the basis for more effective cooperation among the institutions which are related to the Commission as they strive to deepen the spiritual qualities in the lives of those whom they educate. It should serve as a foundation upon which programs of active cooperation designed to make these goals and purposes effective in our institutions can be built.

Your Commission on Christian Higher Education was represented, either by commission members or by persons from the Association staff or both, at a number of significant meetings held during the year. Among these were the annual meetings of the North Central and Southern Associations of Colleges and Secondary Schools, the national meeting of college trustees held at Junaluska, the meeting of Protestant college presidents held in Cincinnati, and the annual Conference of the Religious Education Association held in Chicago.

The Commission, at its meeting on Tuesday, 7 January 1958, took note of the date for the observance of Christian College Day, 20 April 1958, and urges full cooperation in this observance on the part of all member institutions.



Dr. Hubert Noble of the National Council of Churches reported that the book on the Christian college being written by Dr. McLain and others is nearing completion under the editorship of Dr. Dirks and will be in the hands of the printer at an early date.

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At an organizational meeting held on Thursday, 9 January, the Commission elected the following officers:

Chairman: James W. Laurie, Trinity University,

Vice Chairman: Peyton N. Rhodes, Southwestern at Memphis,

Secretary-Treasurer: Guy E. Snavelly, Lafayette College.

The retiring chairman, Dr. I. Lynd Esch, was elected to represent the Association for the next three years as a member of the Assembly of the Division of Christian Education of the National Council of the Churches of Christ in the U.S.A.

## COMMISSION ON COLLEGES AND INDUSTRY

FRANK H. SPARKS

CHAIRMAN, BOARD OF TRUSTEES, WARREN COLLEGE

THE Commission on Colleges and Industry has concluded the most dynamic year in its dynamic history and it faces what very probably will be a still more dynamic year. The Action Committee has been instructed by unanimous vote of the commission membership to explore the possibility of establishing and financing a New York City office with a full-time staff. This may very well be another bench mark in the development of this remarkable movement.

The Commission was established at the Annual Meeting of the Association in January 1949 under the chairmanship of Harold Stassen, then President of the University of Pennsylvania. Its object was "to further the relationship between higher education and industry." Almost immediately the Commission became aware of the new and growing state association movement but it was not until the Los Angeles meeting in 1953 that the Commission became officially identified with the state associations. It was at this meeting that on recommendation of the Board of Directors and by vote of the general session the membership of the Commission was constituted by the presidents of the state associations. There were at that time 15 operative state groups and the aggregate of reported gifts for the year 1952 was \$818,000.

In the spring of 1953 the first biennial national workshop of the state group movement was held in Indianapolis. It was at this meeting that the Commission created the Action Committee as its executive directing agent.

At the Cincinnati meeting in 1954 the clearing house was organized and the Action Committee authorized to seek funds for a three-year trial operation of the clearing house. The Associated Colleges of Indiana volunteered the use of its office facilities and the services of its director, H. E. Hastings, to test the clearing house idea.

During the spring of 1955 the second national workshop was held in Indianapolis. Plans were developed at this workshop for expanded operation of the clearing house. A budget of

\$45,000 per year was approved and funds sought for a three-year period. This period ends on 30 June 1958.

The gathering strength of the movement is revealed by the growth in the number and success of the state associations. The first state association was organized in 1948. Two more were organized in 1950; 3 in 1951; 9 in 1952; 10 in 1953; 7 in 1954; 2 in 1955; 3 in 1956; none in 1957.

There are now 39 such organizations covering 41 states with a membership of 450 colleges.

During the nine years since the first joint solicitation 19,116 gifts have been reported by all state associations for a total of \$23,870,000. Six thousand four hundred twenty of these gifts amounting to \$7,695,000 have been received during the past year.

There is little profit in prediction but performance of this self-generated, self-help movement offers great promise.

## COMMISSION ON FACULTY AND STAFF BENEFITS

MARK H. INGRAHAM

DEAN, COLLEGE OF LETTERS AND SCIENCE, UNIVERSITY OF WISCONSIN

LAST year, on recommendation of this Commission, the Association endorsed participation in the establishment of a roster of individuals who have reached retirement age at their own institutions and who might be available to teach elsewhere. Since then the Association, in conjunction with the American Association of University Professors, has received a grant of \$205,000 from the Ford Foundation for the establishment and administration during a five-year period of a national register of retired college and university faculty members. An advisory committee of the two associations has been formed, and Dr. Louis D. Corson of the University of Alabama has been appointed full-time director of the Retired Professors Registry. The office is being established in Washington, D. C. This affords an opportunity significantly to serve American education.

Your Commission last year reached the conclusion that the Statement of Principles, worked out jointly with the American Association of University Professors in 1950, should be carefully restudied in the light of developments that have since taken place. Your Commission therefore undertook such a study through a joint committee of the Commission and the American Association of University Professors. The report of this joint committee follows as the major portion of your Commission's report for this year. We recommend the adoption of the Statement of Principles contained therein.

### STAFF BENEFITS AND REVISION OF RETIREMENT POLICIES

Report by a Joint Committee of the  
American Association of University Professors and the  
Association of American Colleges—1957

In 1950 a joint committee of the American Association of University Professors and the Association of American Colleges reported to their associations on "Academic Retirement and Related Subjects." This report consisted of a moderately long discussion of many topics related to retirement and a short

"Statement of Principles," largely explained in the preceding discussion. This Statement of Principles was adopted with minor modifications by the two associations.

During the last year or two it became apparent that it would be wise to review this Statement of Principles and to take cognizance of certain developments in the areas of insurance and other staff benefits that have taken place in the last eight years. A new report is therefore submitted to our associations.

This report likewise is divided into a general discussion and a Statement of Principles. The Statement of Principles includes a few modifications of the Report of 1950 and several important additions. The preliminary discussion does not review the ground covered by the Report of 1950 but only discusses the modifications in the Statement of Principles and the additions thereto.

#### *Retirement*

The chief modifications in the statement regarding retirement are to take account of the fact that most institutions have brought their faculties under social security, to delete references to interest rates which are no longer applicable and to indicate that under certain conditions the recall of retired teachers on part time after a fixed retirement age may be acceptable practice. In addition, recommendations are made that institutions' insurance programs for their faculties include life insurance on a group basis, major medical (catastrophic) insurance and disability insurance.

Since 1950 the large majority of faculty members in private institutions have come under social security. The faculty members in many public institutions already have social security coverage and others are in the process of getting such coverage. This had been recommended by the Committee in 1950 and we are glad to see that the movement has taken place rapidly. This has made it less difficult to attain the goal of "50 per cent of the average salary over the last 10 years of service," set up in the 1950 Report. It would not seem to this committee wise to set a higher minimum goal although we are happy to note that many institutions have annuity programs which in most cases will provide an annuity in excess of this figure. The Statement of Principles has been changed, therefore, to make it clear that we

are not assuming that social security is to be additional to the previous goal.

The 1950 goal has since been modified by action of our two associations to make it read, "to provide under normal circumstances and in so far as possible for a retirement life annuity equivalent in purchasing power" to approximately 50 per cent of the last ten-year average salary. Hence the Statement on Retirement now recognizes the desirability of the variable annuity, reflecting changes in the price level, as resourcefully provided by the College Retirement Equities Fund. The statement ought by all means to continue to reflect this substantial advance in the provision of economic security for retirement.

The 1950 Report contained the statement: "Conditions such as longevity, health of the profession, and interest rates have recently changed in such a way as to justify older rather than younger retirement ages." As far as interest rates go, this statement is no longer applicable since they have risen markedly since 1950. On the other hand there are other factors that have come into the picture that would justify older rather than younger retirement ages—particularly the shortage of teachers in the light of increasing enrolments.

Finally, the committee did not believe that the associations should take as strong a stand against continued service after retirement age as that of the 1950 Statement. In spite of the cogent arguments of the 1950 Report for a fixed retirement age, the committee believes that universities should be in a position to use a system of recall for staff members so that their services on a part-time basis may be extended beyond a fixed retirement age. No plan which provides administrative discretion on such a matter will avoid the embarrassment entailed in choices among various faculty members, all of whom have given long and good service to an institution. However, the desirability of prolonging the individual's service to society as long as he is effective, especially in a period of shortages in "brain power," seems to us more important than avoiding administrative embarrassment and hurt feelings.

One of the strong arguments for a fixed retirement age is that it makes certain that the younger men in the department will not have their freedom of action curtailed indefinitely by the



continued service of their seniors. A system of recall for specific services, without vote in departmental or faculty matters and without continuance in certain administrative positions, such as departmental chairmanships or chairmanships of major committees, to a large extent avoids this difficulty. A number of institutions have already experimented successfully with the plan of "recall." In order however for such a plan to be successful, it should not be assumed that it is a privilege of the faculty member to continue on part time past retirement even when he is in good mental or physical health. In addition to these necessary requirements, the need for his services should be clear. Moreover the later the retirement age at an institution, the less frequently will it be desirable to recall an individual for service past the regular retirement age. Recommendation 4 of the Statement of Principles, if approved, will indicate that our associations recognize the value of a system of recall under carefully guarded conditions.

Your committee is particularly happy to note that a grant to the American Association of University Professors and the Association of American Colleges has been made by the Ford Foundation to establish a roster of retired teachers so that institutions other than those from which they are retiring will know of their availability for teaching.

Your committee saw no particular reason why it should recommend that death benefits to beneficiaries other than widows should normally be paid in cash. It does not wish to take a stand in this matter.

Other changes in the Statement in regard to retirement systems and retirement annuities are minor and their reasons, we believe, obvious.

#### *Life Insurance on a Group Basis*

In 1950 the committee recommended that institutions study the opportunities of collective and group life insurance. It now brings before the associations for their approval a definite recommendation in this regard. Under certain conditions Federal Old Age and Survivors Insurance provides substantial benefits which are totally lacking however under other conditions. The widow while under age 62, without minor children, receives

practically no survivorship benefits. Life insurance on a group basis has several advantages: (a) in general it is cheaper than individual insurance; (b) it may be secured by those who could not pass the medical examination of the life insurance company; (c) it guarantees to the institution that all its staff are covered, so that the problems of destitute survivors do not embarrass the institution or tempt it to place on the payroll persons whom it might not otherwise employ. There are therefore advantages both to the institution and to the individual in life insurance on a group basis. Life insurance on a group basis should be planned in coordination with the death benefits afforded by the retirement system. These death benefits normally increase with the length of the faculty member's employment and hence it may well be that group insurance benefits might remain the same or even decrease as the faculty member grows older. The plan for decreasing collective life insurance that TIAA has developed is one that dovetails well with many retirement systems.

In particular, care should be taken that any contributions of individual faculty members be equitably distributed since many types of life insurance on a group basis now in practice charge a greater share of the cost to the younger person than to the older. At times the contribution by the younger person is more than the actual premium charged by the insurance company for his protection. This in our opinion is undesirable.

#### *Insurance for Medical Expenses*

A person insures himself against loss of his house through fire. He does not insure himself against having his washers changed in the faucet. Insurance is meant to provide for large unpredictable expenses which would be impossible, or at least highly inconvenient, to meet without the aid of insurance. There is therefore a subjective factor, varying with circumstances, in what a person should be insured for and what risks he should carry himself. This consideration is particularly applicable to medical insurance. There are many faculty members, especially in the younger group, who find even moderate unexpected medical expenses financially significant. The forms of hospital and surgical insurance which have become common (for instance Blue Cross and Blue Shield) are an aid to these persons.

In addition, such plans provide a useful means of regular payment for the services covered. Moreover insurance on a group basis in medical matters is much cheaper than on an individual basis. Hence it is desirable for an institution to arrange that all of its staff have such insurance or an opportunity to secure it.

However, of considerably greater importance is insurance against major medical expense—the so-called “catastrophic” insurance. Whereas many faculty members may be inconvenienced financially for only a short period by a tonsils operation or a broken nose, few indeed can meet without serious hardship the expenses of a prolonged period in the hospital with large hospital and surgery costs. The average group medical insurance plan has upper limits to the expenses paid of such a restrictive nature that little help toward meeting major medical costs is derived from these policies. The development for groups such as faculties of major medical insurance on a group basis has been a great need. TIAA, with the backing of a grant from the Ford Foundation, has now made this form of insurance available on a basis which provides for meeting approximately four fifths of these expenses above a fixed minimum for which no protection is afforded. This arrangement is similar to automobile collision insurance with, say, \$100 deductible. The cost of such insurance is not great since, although to the few people having to meet such major medical expenses the effect is catastrophic, for a large group the total amount of such expenses is much less than the total amount paid for short or minor illnesses. There are several insurance companies, besides TIAA, which have relatively good plans for major medical expenses.

#### *Disability Insurance*

Preparation for college teaching and research is long and expensive. The individual's and the community's investments in the training of a scholar are very considerable. His remuneration starts late and, to put it mildly, is not excessive. There are few things therefore that the scholar has more reason to fear than the possibility of being disabled from carrying on the profession in preparing for which he has invested so much time and energy. Disability of the scholar before retirement is rare—but when it occurs it is a catastrophic calamity.

A plan in which half salary up to retirement age will be paid during long-time disability, whether it is presumed to be permanent or not, and which meanwhile will provide for contributions toward a retirement annuity at the time the faculty member reaches retirement age, would be a great benefit both to the individual and to the institution. The benefit to the institution grows out of the tendency, which is now quite prevalent, to provide a substantial settlement or a continuing subsidy for nominal work to a disabled faculty member, with resulting embarrassment to the individual and detriment to the institutional budget or to colleagues who carry an increased work load. A good disability insurance plan would take care of such situations in a much more desirable way.

In the past there has been no disability plan available for institutions to cover their staffs in a way that meets both institutional and individual needs, taking account of retirement plans. Disability insurance meeting these needs has now been introduced through TIAA with the backing of a grant from the Ford Foundation. This insurance is also of the deductible type in which short-time disability is not covered but in which there is no limit to the coverage for long disability.

#### *New TIAA Study*

Your committee is happy to learn that TIAA is planning to make a new factual study of retirement policies and insurance benefits available in colleges and universities throughout the country. The resulting report will bring up to date the extremely useful book on college retirement plans, the first edition of which was prepared by Rainard B. Robbins and the second by William C. Greenough. The committee believes such an enlarged and up-to-date study will be of great value to the profession.

#### [ACADEMIC RETIREMENT]

##### Statement of Principles

The Committee recommends that the following statement of *principles* be endorsed by the American Association of University Professors and the Association of American Colleges.

NOTE: Changes from the Statement of 1950 are shown by bracketing words to be omitted and italicizing words added.

## ACADEMIC RETIREMENT AND INSURANCE PROGRAMS

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or administrator, or *even of the individual institution*. The policy of an institution for the retirement of faculty members *and administrators* and its plan for their *insurance benefits and retirement annuities* should be such as to increase the effectiveness of its services as an educational [institution] *agency*. Specifically, this policy and plan should be such as to attract individuals of the highest abilities to educational work, to [increase] *sustain* the morale of the faculty, to permit faculty members with singleness of purpose to devote their energies to serving their institution, and to make it possible in a socially acceptable manner to discontinue the services of members of the faculty when their usefulness is undermined by age.

The following is [acceptable] *recommended practice*:

1. The retirement policy and annuity plan of an institution, *as well as its insurance program*, should be clearly defined and be well understood by both the faculty and the administration of the institution.
2. The institution should have a fixed and relatively late retirement age, the same for teachers and administrators. [Conditions such as longevity, health of the profession, and interest rates have recently changed in such a way as to justify older rather than younger retirement ages. Under] *The length of training of college teachers, their longevity and their health generally are such that in the present circumstances the desirable fixed retirement age would appear to be from sixty-seven to seventy. [inclusive. Extension of the services of the teacher or administrator beyond the mandatory age of retirement should be authorized only in emergency situations. Circumstances that may seem. . .]*
3. Circumstances that may seem to justify the involuntary retirement of a teacher or administrator before the fixed retirement age should in all cases be considered by a joint faculty [administrative] *administration* committee of the institution. This committee should preferably be a standing committee, but in the consideration of specific cases no interested person should be per-

mitted to participate in its deliberations. (The above is not meant to indicate that the involuntary return of an administrator to teaching duties need be [treated] *regarded* as a retirement.)

4. *The recall of teachers on retired status should be without tenure and on an annual appointment. Such recall should be used only where the services are clearly needed and where the individual is in good mental and physical health. It may be for part or for full time. Such recall should be rare where the retirement age is as late as 70.*

[3.] 5. The institution should provide for a system of retirement annuities. Such a system should:

(a) Be financed by contributions made during the period of active service by both the individual and the institution.

(b) Be participated in by all full-time faculty members who have attained a certain fixed age, not later than 30.

(c) Be planned to provide [under] in normal circumstances and in so far as possible for a retirement life annuity (including Federal Old Age and Survivors Insurance benefits) equivalent in purchasing power to [of] approximately 50% of the average salary over the last 10 years of service, if retirement is at 70, and a somewhat higher percentage if the fixed retirement age is younger. [(It is understood that the amount of the available joint life annuity on life of husband and wife would be somewhat less.)]

(d) Ensure that the full amount of the individual's and the institution's contribution, with the accumulations thereon, be vested in the individual, available as a benefit in case of death while in service, and with no forfeiture in case of withdrawal or dismissal from the institution.

(e) Be such that the individual may not withdraw his equity in cash but only in the form of an annuity. (To avoid administrative expense, exception might be made for very small accumulations in an inactive account.) Except when *they are* small, death benefits to a widow should be paid in the form of an annuity. [Death benefits to other beneficiaries would normally be paid in cash unless provided to the contrary by the individual faculty member.]

[4.] 6. When a new retirement policy or annuity plan is initiated or an old one changed, reasonable provision either by



special financial arrangements or by the gradual inauguration of the new plan should be made for those adversely affected.

7. *It is desirable for the insurance program of an institution to include the following:*

(a) *Life insurance on a group basis, in addition to survivors' benefits under Federal Old Age and Survivors Insurance;*

(b) *Insurance for medical expenses, including major medical (catastrophic) insurance;*

(c) *Disability insurance, covering long-term total disability for any occupation for which the staff member is reasonably fitted, and paying half salary up to a reasonable maximum during disability before retirement as well as continuing contributions toward a retirement annuity.*

For the American Association of University Professors:

Homer C. Bishop, Professor of Social Work, Washington University

Ralph F. Fuchs, Professor of Law, Indiana University (former General Secretary, AAUP)

Philip Taft, Professor of Economics, Brown University

Marian M. Torrey, Professor of Mathematics, Goucher College

Helen C. White, Professor of English, University of Wisconsin (President, AAUP)

For the Association of American Colleges:

P. Milo Bail, President, University of Omaha

J. Douglas Brown, Provost, Princeton University

Charles S. Casassa, S. J., President, Loyola University of Los Angeles

Theodore A. Distler, Executive Director

Luther H. Foster, President, Tuskegee Institute

Perry E. Gresham, President, Bethany College

Mark H. Ingraham, Dean, College of Letters & Science, University of Wisconsin

Walter C. Langsam, President, University of Cincinnati

R. McAllister Lloyd, President, Teachers Insurance & Annuity Association

John A. Morrison, President, Anderson College

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The Board of Directors changed the name of our committee from "Committee on Insurance and Annuities" to "Commission on Faculty and Staff Benefits" in order to make the title descriptive of its present functions.

## COMMISSION ON INTERNATIONAL UNDERSTANDING

FRANCIS S. HUTCHINS  
PRESIDENT, BEREA COLLEGE

THE Commission on International Understanding has had one full meeting since the annual meeting of January 1957. The Commission was pleased to cooperate in the preparation of the annual meeting of the Association through the planning of the panel discussion on "Today's Situation in Some Key Regions of the World and its Implications for American Higher Education."

In the meeting of the Commission reports were received from Dr. Francis A. Young, Executive Secretary of the Committee on International Exchange of Persons of the Conference Board of Associated Research Councils and Dr. Ward Morehouse, Educational Director of the Asia Society, Inc. Dr. Young mentioned the number of opportunities for lecturing and research abroad under the Fulbright and Smith-Mundt programs. The Commission agreed to urge the Association's member colleges to inform themselves of these programs, so that more qualified faculty members may have the advantage of such foreign educational experiences.

It was agreed by the members of the Commission to recommend to the members of the Association that all should take seriously the development and increase of international understanding. Some procedures toward this end would include:

A. Opportunities within the curriculum for students to learn of some foreign culture—of the people, their ways and customs, their language, their beliefs and values.

B. Encouragement of students and faculty to take advantage of opportunities for foreign travel, residence, study and contact with other cultures.

C. The provision for receiving foreign students on our campuses and making sure that these students are actually given insight into our ways and our cultural pattern. We should encourage the appointment of a foreign student adviser and his participation in the National Association of Foreign Student Advisers.

D. The fuller use of foreign scholars, temporarily or permanently.

The members of the Commission expressed their very great concern over the present trend in international relations. Greater mutual understanding between peoples and nations must be gained if peace is to be achieved. This concern led to the formulation of the following statement:

We as educators, believe that each human being in every country of the world should have the right to knowledge and the free use thereof in order to develop his capacities to the full.

We believe that to bring this about the world must be made safe for all humanity and that the best way to achieve such a world is through human understanding.

We believe that the best way to develop human understanding is through the free exchange of persons, ideas, information and culture.

We believe that as a means to this end our nation should promote student and professorial exchanges with all nations, including those nations with which no free exchange now exists.

We believe that, in addition to this national program, member colleges of the Association should individually promote this kind of student and professorial exchange.

We recommend, in order to implement these beliefs and suggestions, that the officers of the Association of American Colleges be instructed by the membership to take appropriate steps to present to the Congress of the United States, a resolution urging that in addition to the exchange programs already in operation, our government invite as many as 5,000 students and faculty members from countries in the newly established exchange programs.

We recommend that the colleges and universities of this Association prepare for cooperation in this exchange program for human understanding, as a contribution by American liberal education toward the building of a world in which all nations and peoples can live in peace.

## COMMISSION ON LIBERAL EDUCATION

RICHARD D. WEIGLE

PRESIDENT, ST. JOHN'S COLLEGE, MARYLAND

TO educate a young man or woman is an infinitely difficult and complex task. It means the fashioning and molding of a mind to react to specific situations and needs. It means assimilating necessary knowledge and fact. It entails acquiring in some measure the intellectual skills or arts which are the tools of man's living. It encompasses some approach to the understanding of principles and relationships which follows from honest questioning, earnest discussion and considered affirmation.

Learning, even in a community which is a college, must be a solitary and sometimes a frustrating task. It happens only in and to the mind of the individual student. All that a college or university can do is to seek to provide the provocative stimuli of books and classrooms, the companionship of more experienced and mature minds and an environment least disruptive of and distracting to the task at hand.

It is the conviction of the Commission on Liberal Education that minds rigorously disciplined, broadly stretched, analytically sharpened, imaginatively challenged and judiciously matured provide the only real hope in a nuclear and planetary age. The knowledges, skills and understandings of the liberal arts are fundamental for the statesmen, the scientists, the teachers, the executives and the thinkers who must carry us through into the twenty-first century. Specialized technical skills are essential to our world but they must be based upon and supported by the liberal or humanizing skills.

The Commission therefore deplores the unreasoning hysteria of the hour. Recriminations serve no useful purpose, nor are mass emergency programs a panacea. This is instead a time for sanity and statesmanship on the part of all the Association's member colleges and indeed of all educators. Sober reflection should demonstrate that what is needed is neither a modification of fundamental American educational ideals nor the mechanical production of more technical and scientific degrees. Instead the hour demands a reaffirmation of our faith in liberal education,

together with an immensely greater emphasis upon the quality and intellectual fibre of our education from the first grade through the graduate school. It is a program of decades, not one which promises results tomorrow. It depends for its ultimate success on setting a priority upon the education of the school and college teachers of tomorrow who are the guardians, or at least the guarantors, of the future of the Republic.

With these considerations in mind the Commission applauds the hopeful trend toward considering the several levels of education as integral parts of a continuing process. Useful conferences between colleges and professional schools on the one hand, and colleges and secondary schools on the other, give promise of better correlation of education, of greater mutual understanding and cooperation and of insistence upon higher standards of performance at all levels. The Commission recommends that member colleges take the initiative in promoting such conferences, using particular subject matter, or perhaps other areas of common concern, as a basis for discussion.

If educational standards in general are no longer as demanding as they should be, the colleges themselves must bear a share of the blame. Relaxation of requirements in the two great areas of mathematics and language has been a mistake. No man or woman can neglect either the language of numbers or the language of words. Mathematics and laboratory sciences are as truly liberal arts or skills as languages and the humanities. The great tradition of liberal arts colleges is one of combined concern for humanistic and scientific studies. All institutions have a heavy responsibility to assure breadth and balance in educating young men and women. Schools and colleges know far better than students what will contribute most effectively to their education.

The Commission recommends that each member college re-examine its entrance requirements, its course standards and its degree requirements to the end that the quality of education may be enhanced. With respect to entrance requirements the Commission believes that a general stiffening of standards will be in the interests of all—the student, the school, the college and the nation. It therefore recommends to member colleges certain minimal entrance requirements: four years of English, with em-

phasis upon grammar and composition, two years of a foreign language, two years of mathematics, and one year of a laboratory science at the junior or senior year level. This is at best a temporary program.

As a more adequate goal, to be attained as rapidly as possible, the Commission recommends four years of English, four years of one foreign language, or two years each of two, four years of mathematics, and two years of laboratory sciences. In addition each student should be grounded in history and geography. Such familiarity with basic facts and tools would enable the college to raise the standards of its own courses and to achieve further mastery by its students of the tools and skills which are the liberal arts, as well as those which constitute more specialized techniques. The Commission's recommendation represents no desire to dictate to secondary schools but rather an effort to help them in clarifying essentials, a task which they have already begun. Cooperative effort and time will be required to approach the common goals, particularly in the case of smaller schools and colleges.

To give further emphasis to the importance of the problems of standards and of articulation between the secondary school and the college, the Commission recommends to the Association that a new commission be created. This commission, to be known as the Commission on Cooperation with Secondary Schools, would make these matters its primary concern, just as the Commission on Professional and Graduate Study treats mutual problems at the other end of the college course. In addition to improvement of quality the new commission might usefully address itself to such knotty matters as identification of talented secondary school students, the flood of multiple applications, and the administration of scholarships and other forms of financial aid.

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The Commission can report progress with another knotty problem, that of the college president himself. Four intellectual life conferences were held at Pugwash, Nova Scotia; Sewanee, Tennessee and Wagon Wheel Gap, Colorado during the summer of 1957, one of them for deans. The Commission records its gratitude to Mr. Cyrus Eaton for his hospitality and to the



Trustees of the Fund for the Advancement of Education for the generous grant of \$45,000 to make the conferences possible. Without exception the participants found the experience a fruitful and revitalizing one. Their comments are now being compiled by Mr. Eric Wormald in a report and appraisal of the whole Pugwash program. This document will be published and distributed to the membership of the Association. It is gratifying to note a wide range of practical results of the intellectual life conferences as presidents and deans have carried ideas back to their respective campuses.

One of the Commission's most difficult tasks in 1957 was to select the conference members from some 140 college presidents who applied in response to the original announcement. Based upon this enthusiasm and upon the experience of this summer, the Commission recommends a further extension and expansion of the Pugwash experiment for the year 1958 as follows: two conferences at Pugwash, one for presidents and one for deans; two regional conferences for presidents; one experimental conference for three faculty members from each of five of the institutions represented at the 1956 conference; two week-end meetings for former participants and one experimental conference open to "alumni" of any of the 1956 or 1957 conferences. This program depends upon the availability of financing. In the case of the faculty and alumni sessions, it is planned to shift the burden of travel expense to the institution or to the individual. We are happy to report that Mr. Eaton will again serve as host to two of the conferences.

It is important to recall that these conferences were originally conceived of as means toward revitalizing liberal education in our colleges. It was hoped that the president would find the experience recreative from a personal point of view but beyond that would gain new insights and new challenges for the improvement of his own institution. The conferences have indeed proved to be a symbol of what liberal education at its best should be.

Henry Adams, in his elusive search for education, provides an appropriate conclusion to this report. For Adams the great task was to train an active mind. To do this required "conflict, competition, contradiction." Adams found the new forces of his age accelerating and terrifying. These forces in 1958 are even more

awesome. To apply Adams' words: "The teacher of 1958, if foolhardy, might stimulate; if foolish, might resist; if intelligent, might balance, as wise and foolish have often tried to do from the beginning; but the forces would continue to educate, and the mind would continue to react. All the teacher could hope was to teach it reaction."

This task of challenging, sharpening, training, developing and maturing minds to react is the function of liberal education.

## **COMMISSION ON PROFESSIONAL AND GRADUATE STUDY**

**O. P. KRETZMANN**

**PRESIDENT, VALPARAISO UNIVERSITY**

**Y**OUR Commission is happy to report that it has enjoyed an active and profitable year. With the help and guidance of the executive staff of the Association of American Colleges—Theodore Distler and Eric Wormald—the Commission has been able to pursue its work more actively than ever before.

Perhaps the outstanding part of the work of the Commission during the past year has been the publication of two volumes which we hope will make a definite contribution in the area of our responsibility. One volume, "A Guide to Graduate Study," was edited by Dean Frederic Ness of Dickinson College, Carlisle, Pennsylvania. In addition to an illuminating introduction written by Dean Ness on problems connected with graduate study, this volume lists the programs leading to the Ph.D. degree offered by American universities. The funds for the publication were provided by the Ford Foundation. We are pleased to report that "A Guide to Graduate Study" has been very favorably received on college and university campuses throughout the nation. It will undoubtedly prove an invaluable handbook for deans, counselors and department heads in advising students who are contemplating work at the doctoral level.

A companion volume was also published, "Directory of Fellowships in the Arts and Sciences," under the editorship of Miss L. Virginia Bosch, Assistant to the President of the University of Wisconsin. This volume is a preliminary survey of fellowships available for graduate study. Since the number and type of fellowships is constantly increasing, the directory will have to be republished annually for several years. It is already however a most valuable guide to the financial support available for graduate students.

In the publication of "A Guide to Graduate Study" and "Directory of Fellowships" your Commission was most ably assisted by an advisory committee composed of the following leaders in American higher education: Dean Glenn J. Christensen, Dean Conrad A. Elvehjem, Dean Lewis M. Hammond, Dr. G. V.

Lannholm, Dr. Robert M. Lester, Dean Thomas C. Pollock, Dean Hartley Simpson and Mr. F. L. Wormald. The contribution of the members of this advisory committee is herewith gratefully acknowledged. They will continue to serve during 1958 in assisting Miss Bosch in the preparation of a second and more comprehensive Directory. It is evident that these two volumes will help greatly to increase interest in graduate study and in teaching on the college level.

The past year has also witnessed a very close cooperation between your Commission and the Commission on Liberal Education under the chairmanship of President Richard D. Weigle of St. John's College, Annapolis, and the Commission on Teacher Education under the chairmanship of President J. Conrad Seegers of Muhlenberg College. Your Commission wishes to acknowledge with warm appreciation the splendid cooperation of Presidents Weigle and Seegers. Under the joint sponsorship of the three commissions a conference was conducted in Washington in November to which representatives of medical, legal and teacher education were invited. The reports of the other commissions involved in this meeting will undoubtedly be of interest to the general membership of the Association of American Colleges. This meeting was attended by:

- Dr. Richard D. Weigle, Commission on Liberal Education
- Dr. J. Conrad Seegers, Commission on Teacher Education
- Dr. W. Earl Armstrong, National Council for Accreditation of Teacher Education
- Dr. Sarah G. Blanding, Commission on Liberal Education
- Dr. Richard C. Boys, Woodrow Wilson Fellowship Program
- Mr. Kevin Bunnell, Institute of Higher Education
- Dr. Donald Cottrell, Graduate Schools of Education
- Dr. Ward Darley, Association of American Medical Colleges
- Dr. Theodore A. Distler, Executive Director, Association of American Colleges
- Dr. Paul E. Elicker, Executive Secretary, National Association of Secondary School Principals, National Education Association
- Dean Lewis M. Hammond, Association of Graduate Schools
- Dr. Lester W. Nelson, Fund for the Advancement of Education
- Dr. William L. Pressly, National Council of Independent Schools
- Dr. Charles H. Russell, Institute of Higher Education

Dr. William J. Sanders, Public Secondary Schools Association

Dr. Aura E. Severinghaus, Association of American Medical Colleges

Mr. F. L. Wormald, Association of American Colleges.

The transcribed record of the meeting of this group on 18 and 19 November 1957, will provide valuable working material for the activities of your Commission on Professional and Graduate Study.

In general your Commission feels that the past year has again witnessed a much closer cooperation and deeper understanding between the liberal arts colleges on the one hand and the professional and graduate schools on the other. In the area in which the greatest amount of work has been done, the cooperation with the medical schools, definite progress has been made. Of particular interest to your Commission has been the new program at Johns Hopkins University which will provide a very stimulating experiment in a closer fusion between the work of the liberal arts college and the medical school. The new program at the Medical School of Johns Hopkins University was presented to the annual meeting of the Association at a sectional meeting conducted under the auspices of our Commission, the Commission on Teacher Education and the Commission on Liberal Education by Dean Thomas B. Turner of the Johns Hopkins Medical School. A single paragraph from his statement will indicate the scope of the proposed changes in the traditional medical education program.

Upon entrance into Year I of the Johns Hopkins Medical School the student will be required to devote a substantial additional segment of time to the humanities (288 curriculum hours out of a total of 704 scheduled hours). Year II will include instruction in the social sciences and medical psychology (120 hours) and bio-mathematics (80 hours) including the principles of calculus. These are courses which will be given principally by members of the Faculty of Philosophy of the University. Year III will include instruction in the history and philosophy of science (40 hours), a course regarded as a bridge between the humanities, the social sciences and the biological sciences.

The spirit of the Hopkins experiment is reflected in the following passage from the closing paragraphs of Dean Turner's statement:

It seems to me that much of the Sputnik-inspired discussion about the training of more and better scientists has been wide of the essential point. Of course more individuals with better training in mathematics and physics and chemistry are needed; but so do we need more individuals who can write a coherent and intelligible paragraph, who understand the historical and philosophical background of our culture, who can read in the original tongue the ideas and discoveries of other countries. When Einstein wrote his short note about nuclear fission to President Roosevelt, it was not Mr. Roosevelt's scientific knowledge that made him perceive that here was something stupendous: it was his understanding of the limitless capabilities of the individual human mind—a perception which was fostered, I venture to guess, by a liberal education.

Your Commission is certain that this experiment will be watched by all liberal arts colleges with a great deal of interest.

During the past year your Commission has continued to give attention to the traditional requirements for the Ph.D. degree and has conferred with deans throughout the country concerning possible changes. An excellent essay on this subject was presented at this annual meeting of the Association by President O. Meredith Wilson of the University of Oregon. We have also discussed repeatedly the possible strengthening and rehabilitation of the M.A. A thorough consideration of this problem was presented to the same sectional meeting by Dean Lewis M. Hammond of the Graduate School of the University of Virginia.

With the aid of our executive staff and the Board of Directors of the Association of American Colleges, your Commission hopes to conduct several meetings during 1958. It seems to be evident that we should become increasingly involved in all efforts to induce the better students on the campuses of our liberal arts colleges to consider graduate study and eventually to return to the American campus in order to provide the necessary teaching strength for the years that lie before us. At the present moment the recruitment of able college teachers in all disciplines is still our greatest need and our most significant problem. It is our hope that the Commission on Professional and Graduate Study will be able to be of assistance to all institutions and organizations which are interested in maintaining and improving the quality of our American colleges and universities.



## COMMISSION ON PUBLIC INFORMATION

NORMAN P. AUBURN

PRESIDENT, UNIVERSITY OF AKRON

IN keeping with the change in its name during the past year from the Commission on Public *Relations*, the Commission on Public *Information* has concentrated its efforts upon the development of ways and means of more adequately informing the public on the importance and the objectives of liberal education.

Two specific steps have been taken in this direction. First, the sectional meeting sponsored by the Commission at this annual meeting involved the theme "How to take advantage of the higher education advertising campaign." Such speakers as Eldredge Hiller of the Council for Financial Aid to Education and Kenneth Patrick of the General Electric Company have brought us up to date on the progress and potentialities of the Advertising Council's program to keep higher education bright. This national advertising campaign will continue through 1958 under the sponsorship of the Council for Financial Aid to Education.

Second, the Commission on Public Information has delved more deeply into its proposal that a full-time director of public information be added to the central office staff of the Association of American Colleges. As usual the major stumbling block is a financial one, but it is hoped that an educational foundation will find it possible to provide the \$75,000 necessary for a three-year trial of the Commission's plan.

In view of recent technological developments it is considered more imperative than ever that the values of liberal education be proclaimed publicly. In doing so we are handicapped by the problem of semantics. Although speakers on technical subjects may use models or portions of guided missiles for illustrative purposes, it is not easy to use parts or even all of a liberally educated person as an audio-visual aid in discussing liberal education. At the risk of losing the very human values which our technological advances are intended to preserve, we must soon find the means of communicating to the general public, in words it can comprehend, the objectives and significance of liberal education.

In recent years numerous studies of the aims and accomplish-

ments of liberal education have been undertaken and published. Unfortunately the major impact of these studies has been upon that segment of our world which needs it least, namely the academic. If the public in general, and the leaders of business and government in particular, are to recognize the significance of liberal education in a materialistic setting, they must be able to appreciate and explain the role of the humanities, the social sciences and the fine arts, as well as the natural sciences in human affairs. The splendid statements of corporation presidents and government leaders on this subject must be implemented at the administrative levels of action and employment.

The Association of American Colleges may reasonably be expected to assume the leadership of this major undertaking. The provision of a full-time director of Public Information to work in harmony with the Association's two executive officers would enable such a program to get under way. The Commission on Public Information in the months ahead will devote its energies largely to this task.

## COMMISSION ON TEACHER EDUCATION

J. CONRAD SEEGER  
PRESIDENT, MUHLENBERG COLLEGE

1. During the year the Commission continued contact with the National Council for Accreditation of Teacher Education in reference to the development of standards and other matters.

2. Through the office of the Executive Director of the Association, member institutions were asked to report any plans or programs conducted by them for the identification and recruitment of future teachers, particularly college teachers. There has been considerable response to this request and the publication of a general report is under consideration.

3. Conversations and correspondence have been conducted with the National Association of State Directors of Teacher Education and Certification in the hope that during the coming year representatives of our Commission might meet with representatives of the certifying officers' association. The purpose of the meeting would be to discover the extent to which the liberal arts colleges are consulted or encouraged to express views when changes in the rules governing state certification are contemplated. In some states such provision is made: in many others the liberal arts colleges apparently have little voice or influence. It is the conviction of the Commission that the liberal arts colleges have much to contribute in this important matter, because certification requirements have considerable bearing upon curriculum. It is further hoped that out of this meeting may emerge some suggestion as to how the liberal arts colleges might make their influence felt in states in which they have at present little voice.

4. It is planned to invite representatives of NCATE and the National Commission on Accrediting to meet with our Commission during the coming year to discuss matters of common concern.

5. This Commission, in collaboration with the Commission on Professional and Graduate Study and the Commission on Liberal Education, met with representatives of a number of professional groups and organizations to discuss the liberal arts content of preprofessional education. Representatives of medical and

teacher education were present. The stenotyped report of that meeting has just recently been received and it is contemplated that a digest will be made generally available. We are grateful for this opportunity to cooperate with the other commissions.

6. A considerable portion of the meeting held on Tuesday, 7 January 1958 had to do with questions associated with NCATE. This was partly because copies of the newly revised *Standards and Guide for the Accreditation of Teacher Preparation* issued by NCATE had been sent to members of the Commission with a request that we comment upon it, partly because we had received communications relative to NCATE which required consideration.

In view of the fact that considerable progress has been made in the last two years by NCATE and AAC in efforts to arrive at acceptable standards for the preparation of teachers, the Commission wishes to report that it has given careful consideration to the revised *Standards and Guide*. The current version of this document is, we think, a considerable improvement over earlier editions, and the Commission is particularly gratified to note statements which indicate cooperation with and reliance upon regional associations. We note however certain ambiguities, which have been underlined by correspondence from individual institutions and personal representations from others indicating the need of some clarification.

The following in particular are matters of deep concern:

(a) The *Standards and Guide* speaks of reliance upon regional accreditation as academic, "non-professional" areas and facets are concerned. There are, however, indications that the areas to be considered when NCATE accreditation is involved extend beyond this. The *Standards and Guide* (Section V) speaks of specific subjects, such as agriculture, art, home economics, business, industrial arts and music. In many institutions art and music, for example, are taught by academic departments as academic subjects. Obviously NCATE would have a distinct interest in methods courses in such fields, but a more definite limitation, restricting NCATE in that respect, and indicating complete reliance upon regional accrediting bodies in respect to academic courses and content seems in order.

(b) The *Standards and Guide* speaks of "patterns," "con-

figurations of curricula . . . consisting of the subject matter and professional courses which all must take." The interest in pattern is legitimate, but it should be the function of the institutions to formulate that pattern. Standardization is neither desirable nor feasible, and rigidity and stereotypes must be avoided.

(c) There should be a clear and unequivocal statement to the effect that NCATE encourages experimentation and diversity of programs in the preparation of teachers, provided recognized fundamentals be retained.

The Commission proposes to transmit this portion of its report to NCATE and NCA.

7. The Commission urges that all member institutions interest themselves as actively as possible in emphasizing our unswerving interest in preserving and fostering the liberal arts content in programs for preparing teachers on all levels. Elementary teachers should not be overlooked, as many of our member institutions engage in preparing them. The Commission also urges that member institutions actively develop experimental programs of teacher education with this emphasis upon liberal arts content in mind.

8. We wish to express our gratitude for the help given us by Dr. Distler and Mr. Wormald.

## REPORT OF BOARD OF DIRECTORS

**W**ITH all the growing pressures to which higher education has been subjected in the year just past, the Board of Directors believes that our Association can look back with pride on a year of outstanding accomplishment. Established programs have been carried forward and the activities of the Association have been extended into new fields of endeavor.

It has never been our custom to boast of our achievements, and the representative character of the Association has been taken for granted, but we think it proper to report that, while our membership has risen to a figure equivalent to nearly 95 per cent of the maximum presently possible, our status as the recognized spokesman of liberal education in the U.S.A. has become more than ever firmly established.

For the progress we are able to report, a major share of the credit must go to the chairmen and members of our several commissions. Their performance over the past year has justified the Board's belief that they lacked only the means to develop effective programs, and must have convinced our benefactors who are now providing those means that their support is fully warranted.

The Commission on Academic Freedom and Tenure has continued its endeavors toward the development, in concert with the American Association of University Professors, of a professional code for college teachers and administrators. As a first step toward this goal, the joint statement of recommended procedural standards for dismissal proceedings, which was laid before you in draft a year ago, has been put into final form with the help of your critical comments and circulated to all member colleges. The statement has already been officially adopted by AAUP, and at this meeting you will be invited to give it your formal approval.

The coming of age of the Arts Program has been marked by a substantial extension of the program, as foreshadowed in the Board's last report. The Danforth Foundation is furnishing us with a three-year grant to enable the commission to bring to our campuses visiting scholars from this country and abroad "for the purpose of strengthening the intellectual, religious and cultural aspects of liberal education in the United States."



Meanwhile the Charles E. Culpeper Foundation is continuing its annual grant in aid of the program, and we are hopeful that further foundation support can be secured in order to render the program independent of subventions from the general funds of the Association.

The Commission on Christian Higher Education has persisted in its endeavors to promote interdenominational cooperation in pursuit of the common aims of church-related colleges. The obstacles in the way of such endeavors are evident but the effort to surmount them is supremely worthwhile. We believe that you will have shared the Board's pleasure in the solidarity of purpose expressed in the preliminary statement signed by Catholic and Protestant educators who took part last summer in the second of two conferences organized by the commission. At the same time the commission has carried on its program of helping the trustees of church-related colleges to improve their effectiveness by means of statewide meetings and hopes to be able to extend the program in the coming year. The commission also cooperated with the National Council of the Churches of Christ in the U.S.A. in the promotion of legislation designed to assist ordained ministers employed by educational institutions in obtaining social security coverage.

Once again, as in every year since the Commission on Colleges and Industry was set up, it has beaten its own previous record in the volume of corporation support it has attracted to higher education through the medium of the American College Fund and the state and regional associations of independent colleges. The ever-growing demands made on higher education, however, in the interests of both individual welfare and national security, seem to require a concerted effort on the part of all the various agencies concerned with the solicitation and administration of private and corporate benefactions to raise the total of such gifts far above its present level. The role that our Association should play in relation to this endeavor will need careful and imaginative consideration. It is pertinent to recall that the three-year period for which the operating expenses of the Commission on Colleges and Industry were underwritten by a group of foundations and corporations comes to an end on 30 June 1958.

In view of the increasing scope and importance of the work carried on by the Committee on Insurance and Annuities, the

Board agreed that it should be renamed "Commission on Faculty and Staff Benefits." The commission's main task during the past year was the revision, in collaboration with a committee of AAUP, of the statement of principles relating to academic retirement jointly adopted by the two associations in 1950. The amendments of that statement proposed by the commission will be laid before you in their report.

The Commission on Liberal Education has continued its work along the lines reported to you a year ago, including the promotion of mutual consultation among secondary schools, undergraduate colleges and graduate schools on matters of common concern. Thanks to the renewed hospitality of Mr. Cyrus Eaton and to a generous grant from the Fund for the Advancement of Education, the Pugwash experiment was repeated on a larger scale in 1957. Three conferences were arranged for member presidents and one for academic deans. Two of the four were held at Pugwash; the other two on a college campus and a commercial guest ranch, in order to test the suitability of different settings. A detailed report and appraisal is in preparation, but it can be stated at this stage that the participants were unanimous in their approval of the enterprise and their hope that as many as possible of their colleagues may enjoy a similar experience.

The activities of the Commission on Professional and Graduate Study have been largely interlocked with those of two other commissions, since it shares with the Commission on Liberal Education its concern for the liberal element in professional education and with the Commission on Teacher Education the responsibility for stimulating the recruitment of college teachers. The three commissions combined to organize last fall a small but representative conference on the liberal arts in preparation for the professions. The report of the conference is being studied by the commissions with the aim of preparing a summary of its findings and recommendations for the use of our membership.

In addition, the Commission on Professional and Graduate Study has made a notable contribution to the cause of higher education in general and of teacher recruitment in particular by promoting the publication of two books—"A Guide to Graduate Study" and "Directory of Fellowships in the Arts and

Sciences"—which we believe will prove a great help to students and their advisers. Through the generosity of the Ford Foundation, which met the cost of the Guide, and of the Danforth Foundation, the National Institutes of Health, the National Science Foundation and the Rockefeller Foundation, which are sharing with the Ford Foundation the expense of preparing two annual editions of the Directory, we were enabled to send free copies of both publications to more than 1100 undergraduate colleges.

The Commission on Public Information, formerly known as the Commission on Public Relations, is giving careful study to the problem of helping the American people to understand the contribution of the liberal arts college to the national well-being, and has made recommendations for strengthening this phase of our Association's work. In passing we may notice with pride and satisfaction the honor done to the commission in the appointment of its chairman, President Norman P. Auburn of the University of Akron, to the post of Acting President of the Council for Financial Aid to Education.

Over and above the activities already mentioned, the Commission on Teacher Education has continued to give unremitting attention to the problems of teacher supply. Its study of the baccalaureate origins of college teachers, though unavoidably delayed, will shortly be completed. A survey of the measures taken by member colleges to interest promising students in the possibilities of college teaching will issue in a publication intended to stimulate still further efforts on the part of our faculties.

Alongside of the projects sponsored by the commissions, the Association has carried on its general task of promoting liberal education, helping member colleges to do a better job and collaborating with sister organizations in matters of common interest.

Your president has continued to serve as a member of the President's Committee on Scientists and Engineers and has upheld in difficult circumstances the claim of the liberal arts to an equal place with technical training in the education of the men and women on whom our future security and prosperity will in large measure depend.

The appointment by the Association, under contract with the

National Science Foundation, of panels of experts to review applications for science faculty fellowships proved so successful that the contract has been renewed for a second year. Two such reviews, under the skilful direction of Professor Robert H. Knapp of Wesleyan University, have been carried out in 1957 and a third will take place early in 1958.

The Institute for College and University Administrators, established by the Harvard Business School with funds provided by the Carnegie Corporation of New York and with the sponsorship of our Association, conducted in the summer of 1957 a third institute for newly appointed presidents, which was as successful as its predecessors.

As a further step toward the improvement of college administration, we have arranged, with the aid of a grant from our old benefactor, the Lilly Endowment, Inc., to make available for an experimental period of eighteen months the services of two distinguished retiring presidents, Thomas E. Jones of Earlham and Goodrich C. White of Emory, as consultants on administrative problems to any of our member colleges that may care to make use of them.

In collaboration with the American Association of University Professors and with the aid of a five-year grant from the Ford Foundation, we have established a Retired Professors Registry, designed to bring together retired faculty members who are able and willing to continue teaching and institutions that may wish to employ them.

In view of the growing part played by junior colleges in the education of American youth beyond the high school, and the desirability in the public interest of cooperation between two-year and four-year colleges, your directors approved the appointment of a joint committee of this Association and the American Association of Junior Colleges.

A similar committee, representative of our Association and the Association of College and Reference Libraries has been appointed to advise on ways and means of making the college library a more effective instrument of teaching.

Federal legislation in the field of education constituted one of the main preoccupations of the Board in 1957 and promises to be of even graver concern in 1958.

During the last session of the Congress, Chairman Anderson

of our Committee on Legislation and Mr. Wormald of the central office staff continued to maintain close liaison with sister organizations and to cooperate in the preparation of testimony on measures of common concern. Once again the combined efforts of the educational associations were successful in repelling the annual attack on the interest formula under the College Housing Program and averting a drastic cut in the appropriation for the International Educational Exchange Program. But it is clear that constant vigilance will be needed in defense of both programs. Two minor successes of importance to many of our members were the passing of the bill relating to social security for ordained ministers and the adoption by the House of Representatives of a bill which would exempt private colleges from liability for excise taxes. The latter bill will of course receive our continuing support when it comes before the Senate. The "student aid plan" for a tax credit in respect of educational expenses made no overt progress in the last session, but it continues to gain congressional support and the educational associations will have an opportunity of testifying for it at hearings to be held within the next few days.

In the coming session we are certain to be faced with legislative proposals of far graver import than any we have had to deal with in the last few years, and we shall be called upon to take a stand on measures that may set the course of American higher education for many years to come. In these circumstances, your directors are conscious of the heavy burden of responsibility resting on the Committee on Legislation and have come to the conclusion that it is unreasonable for that burden to be borne by a body that lacks the authority deriving from direct election by our membership. Accordingly we have decided to replace the committee with a commission elected in the normal manner and empowered, within the limits set by resolutions of the annual meeting or directives of the Board, to take action on legislative issues at its own discretion. You will be invited to elect such a commission at this meeting.

At such a crucial point in the history of higher education, we are fortunate indeed in the quality of our headquarters staff. It would be unseemly for a Board of which the Executive Director is himself a member to dwell on his leadership, and it is well

enough known to you all to need no commendation from his fellow directors. But he would be the first to pay tribute to the devoted and untiring support he receives from his associates.

Quite apart from the duty of an educational organization to set an example of enlightenment in its employment policies, such a staff as we possess is deserving of the most favorable treatment available in the educational field. We are confident therefore that you will wholeheartedly approve of our action in giving all our permanent or quasi-permanent staff—not only in the Washington office but also with the Arts Program in New York—the benefit of major medical and total disability insurance under TIAA.

For all their zeal and efficiency, our headquarters staff need some reinforcement, as we stated in our last report, to enable them to keep up with the demands of our growing program. A constitutional amendment designed to facilitate appropriate action, together with three other amendments clarifying the conditions of eligibility for membership in the Association—both regular and honorary—were duly offered at the last annual meeting and will come up for adoption this week. We commend all these amendments to your favorable action.

A year ago the Board warned you that we were threatened with eviction from the Washington offices we have occupied for the past dozen years. Soon afterwards the threat became a reality and we were unable to negotiate a continuation of our tenancy beyond 30 April 1958. In face of this situation, the Board gave long and earnest thought to alternative possibilities of accommodation and finally concluded that the wisest course would be to buy a building if it could possibly be managed. After exhaustive search the Executive Director found a well-built and conveniently located house which could be bought at a reasonable price and would not need too much alteration. Our financial reserves were not sufficient to enable us to pay the purchase price outright, but the owner of the property was willing to accept a modest down payment and allow us a mortgage on highly favorable terms for the balance. Since the total estimated cost of purchase, remodeling and equipment (\$135,000) did not seem excessive, and since more than one fourth of this total would be covered by the mortgage, which was within our capacity to service, your directors felt justified in making the commit-



ment. So on 10 October 1957 the Association became the owner of 1818 "R" Street, N.W., Washington, D.C. We are now seeking to obtain either a grant from one single foundation or grants from a number of foundations to meet the whole cost of the transaction without the need of calling on our membership for special contributions.

We are happy to report that the BULLETIN continues to grow in popularity and that the net cost of this service was further reduced in 1957 to less than \$2000, as compared with over \$4000 two years ago.

Members will recall that sites for the annual meeting have already been chosen for the next three years. In 1962 we are due to go to the Middle West, and the Board has decided on Cleveland, Ohio as our meeting place for that year. For the future we plan to make our choice for each year four years in advance, so that both our members and our hosts may have ample notice of our intentions.

The Board of Directors held five meetings during the past year: 10 January 1957 at the Bellevue-Stratford Hotel, Philadelphia, Pennsylvania; 21 March, with the chairmen of standing commissions, at the Hay-Adams Hotel, Washington, D.C.; 24 June and 9 October at the central offices of the Association and 6 January 1958 at the di Lido Hotel, Miami Beach, Florida.

The Board recommends that the United Board for Christian Higher Education in Asia be elected to honorary membership in the Association and that the following colleges be elected to regular membership:

Belmont Abbey College, Belmont, North Carolina  
California Western University, San Diego, California  
Clemson Agricultural College, Clemson, South Carolina  
Delaware State College, Dover, Delaware  
East Texas Baptist College, Marshall, Texas  
Huston-Tillotson College, Austin, Texas  
Lesley College, Cambridge, Massachusetts  
Memphis State University, Memphis, Tennessee  
North Georgia College, Dahlonega, Georgia  
Pace College, New York City  
Pan American College, Edinburg, Texas  
Sacramento State College, Sacramento, California  
St. Bernard College, St. Bernard, Alabama  
Saint Francis College, Fort Wayne, Indiana  
Siena College, Memphis, Tennessee.

# REPORT OF TREASURER

GEORGE M. MODLIN

President, University of Richmond

## SCHEDULE A

### STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

January 1, 1957 to December 31, 1957

Cash Balance, January 1, 1957 ..... \$ 69,404.25

#### Receipts:

##### Membership dues:

For the year 1956 ..... \$ 500.00

For the current year ..... 74,100.00

For the year 1958, in advance ..... 500.00

Total dues ..... \$75,100.00

Books and pamphlets ..... 26.99

Interest on savings accounts and  
bonds ..... 3,273.57

##### Grants from:

United States Steel Foundation,  
Inc. for quality improvement of  
colleges ..... 96,000.00

Danforth Foundation, Inc. for  
Teacher Recruitment Program ..... 244.74

Old Dominion Foundation, Inc., for  
operating expenses, 1958 ..... 25,000.00

General Electric Educational and  
Charitable Fund for Action  
Committee ..... 5,000.00

Transfer from projects for  
administrative charge ..... 8,441.73

Presidents' Wives Annual Meeting  
Fund ..... 60.69

Total receipts ..... 215,147.72

\$284,551.97

#### Disbursements:

Apportionment of membership dues  
to Arts Program ..... \$ 7,320.00

Annual Meeting Expense ..... 2,922.72

BULLETIN and reprints:

Total cost ..... \$ 7,374.14\*

Less: Receipts for subscriptions  
and reprints ..... 7,982.77

(608.63)

Membership dues, A.C.E., et al ..... 225.00

Committees and commissions ..... 16,574.18

##### Administrative expenses:

Salaries ..... 44,653.25

Annuities, hospitalization and  
insurance ..... 7,535.75

Rent ..... 5,280.00

Office expense ..... 3,696.85

Travel ..... 2,109.49

\* Paper for these issues was purchased in 1956 and is not included in this  
cost.

\*\* ( ) Brackets denote red figures.

# Report of the Treasurer

173

Auditing	225.00	
Office equipment	659.46	
Club dues	178.13	
Miscellaneous	215.49	
Total Administrative Expenses		64,553.42
Purchase of Home Loan Bank Notes		40,241.39
Purchase of building:		
Purchase price	\$52,500.00	
Less: Mortgage	38,000.00	
Down payment	\$14,500.00	
Costs of rezoning, etc.	3,184.93	
Installments paid on mortgage	601.16	
		18,286.09
Grants forwarded to colleges		63,000.00
Grants forwarded to other committees		35,000.00
Total disbursements		\$247,514.17
Cash Balance, December 31, 1957		<u>\$ 37,037.80</u>

## SCHEDULE B

### STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS SPECIAL PROJECTS

January 1, 1957 to December 31, 1957

#### Arts Program

Cash balance, January 1, 1957		\$ 5,221.96
Receipts:		
Apportionment of membership dues	\$ 7,320.00	
Grant from:		
Charles E. Culpeper Foundation, Inc.	5,000.00	
Danforth Foundation, Inc.	25,344.25	
Fees collected	\$26,603.00	
Less: Advances to artists	24,979.19	1,623.81
Total receipts		39,288.06
		<u>\$ 44,510.02</u>

#### Disbursements:

Salaries	\$ 12,828.70
Annuities, hospitalization, Social Security, etc.	952.44
Travel	717.18
Rent	1,500.00
Printing and multigraphing	1,052.07
Stationery and supplies	554.07
Services	133.90
Postage	172.58
Telephone and telegrams	769.52
Publicity expenses	297.50
Auditing	75.00
Miscellaneous	50.00
Equipment	201.48
Total disbursements	19,304.44
Cash balance, December 31, 1957	\$ 25,205.58

**Commission on Colleges and Industry**

Cash balance, January 1, 1957—

Operating Account \$ 25,468.62**Receipts:**

General Electric Educational and Charitable Fund		\$ 5,000.00
Alfred P. Sloan Foundation, Inc.		15,000.00
Standard Oil Foundation, Inc., (Indiana)		5,000.00
General Electric Educational and Charitable Fund		5,000.00
Shell Oil Company		2,000.00
United States Steel Foundation, Inc.		5,000.00
Union Carbide Educational Fund		5,000.00
General Foods Fund, Inc.		5,000.00
Interest on U. S. Treasury Bills		221.25
<b>Total receipts</b>		<b>47,221.25</b>

\$ 72,689.87**Disbursements:****Payroll:**

Chairman	\$ 7,187.50
Executive	5,750.00
Secretary	3,785.00
Stenographer	2,508.75
Extra stenographic service	2,239.98
Postage	450.48
Telephone and telegraph	2,965.37
Social Security	200.78
Rent	850.45
Equipment	867.23
Office supplies	416.09
Printing	6,164.68
Travel	10,305.23
Meetings	2,076.86
Publications	1,397.69
Administrative charge	2,500.00
Other	2,624.64

52,290.73Cash balance, December 31, 1957 \$ 20,399.14Cash balance, January 1, 1957—Workshop on Corporate Giving for Higher Education \$ 9,032.05**Receipts:****Grant from:**

United States Steel Foundation, Inc.	\$ 500.00
Sale of Workshop proceedings	3,086.46
Registration desk	2,018.00
Reprints, etc.	83.73

5,688.19\$ 14,720.24**Disbursements:**Expenses of Workshop 11,464.89Cash balance, December 31, 1957 \$ 3,255.35

Cash balance, January 1, 1957—

American College Fund \$ 50,566.61**Receipts:**

National Biscuit Foundation	\$ 13,000.00
Addressograph-Multigraph Corporation	5,000.00

Time, Inc. _____	10,000.00
Babcock and Wilcox Company _____	11,475.00
Twentieth Century Fox Film Corporation _____	5,000.00
Yale and Towne Manufacturing Company _____	2,500.00
Graybar Electric Company, Inc. _____	5,000.00
Socony Mobil Oil Company, Inc. _____	101,000.00
New England Mutual Life Insurance Company _____	10,000.00
The Best Foods, Inc. _____	2,500.00
United States Steel Foundation, Inc. _____	25,000.00
Bailey Meter Company _____	1,000.00
Sterling Drug Company _____	1,200.00
Philip Morris, Inc. _____	1,000.00
Babcock and Wilcox Company _____	11,100.00
Addressograph-Multigraph Corporation _____	5,000.00
	<u>209,775.00</u>
	<u>\$260,341.61</u>
<b>Disbursements:</b>	
Distributed to colleges and state or regional associations _____	211,663.68
Balance, December 31, 1957 _____	<u>\$ 48,672.93</u>
Cash in bank _____	\$ 23,871.68
U. S. Treasury Bills, par \$25,000 due Jan. 2, 1958—cost _____	24,801.25
Total _____	<u>\$ 48,672.93</u>
<b>Commission on Faculty and Staff Benefits—</b>	
Retired Professors Registry	
Receipts:	
Grant from Ford Foundation _____	\$22,500.00
Disbursements:	
To American Association of University Professors _____	<u>22,500.00</u>
<b>Commission on Liberal Education—Intellectual Life Conferences</b>	
Receipts:	
Grant from Fund for the Advancement of Education _____	\$ 40,000.00
Disbursements:	
Travel and other expenses _____	29,117.22
Cash balance, December 31, 1957 _____	<u>\$ 10,882.78</u>
<b>Commission on Professional and Graduate Study</b>	
—"A Guide to Graduate Study"	
Receipts:	
Grant from Ford Foundation _____	25,000.00
Disbursements:	
To Frederic W. Ness for preparation of Guide _____	<u>25,000.00</u>
—"Directory of Fellowships in the Arts and Sciences"	
Receipts:	
Grants from:	
Danforth Foundation, Inc. _____	\$ 2,500.00
Rockefeller Foundation _____	2,500.00
National Science Foundation _____	6,000.00
Total receipts _____	<u>\$ 11,000.00</u>

<b>Disbursements:</b>		
Salary—L. Virginia Bosch	\$ 1,800.00	
Travel, printing and other expenses	9,436.94	
Total disbursements		<u>11,236.94</u>
Excess of disbursements over receipts		<u>\$ (236.94)</u>
<b>Commission on Teacher Education—Study of the Baccalaureate Origins of College Faculties</b>		
Cash balance, January 1, 1957		\$ 4,541.29
<b>Disbursements:</b>		
Clerical services	\$ 131.48	
Travel	201.90	
Office supplies, telephone	44.58	
Punching IBM cards	380.40	
		<u>758.36</u>
Cash balance, December 31, 1957		<u>\$ 3,782.93</u>
<b>Administrative Consultant Service</b>		
<b>Receipts:</b>		
Grant from Lilly Endowment, Inc.		\$ 41,600.00
<b>Disbursements:</b>		
Expenses to date		<u>182.82</u>
Cash balance, December 31, 1957		<u>\$ 41,417.18</u>
<b>Alumni Giving Program</b>		
Cash balance, January 1, 1957		\$ 15,458.58
<b>Receipts:</b>		
Grant from Sears, Roebuck Foundation		<u>7,000.00</u>
		<u>\$ 22,458.58</u>
<b>Disbursements:</b>		
Payroll	\$ 9,016.47	
Social Security	151.98	
Rent	720.00	
Educational Fund Raising Guide and Manual	2,187.72	
1956 Fund Survey	2,614.54	
Travel	537.25	
Office expenses	250.62	
To American Alumni Council for preparation of Educational Fund Raising Guide and Manual	7,000.00	
Total disbursements		<u>22,458.58</u>
<b>Council for the Advancement of Small Colleges</b>		
<b>Receipts:</b>		
Shell Oil Company	\$ 2,000.00	
Socony Mobil Oil Company, Inc.	2,500.00	
United States Steel Foundation, Inc.	10,000.00	
Total receipts		<u>\$ 14,500.00</u>
<b>Disbursements:</b>		
Dr. Alfred T. Hill		<u>14,500.00</u>
<b>National Science Foundation—Science Faculty Fellowships</b>		
<b>Receipts:</b>		
From National Science Foundation		\$ 14,767.29
<b>Disbursements:</b>		
Travel, salaries and other expenses		<u>16,588.62</u>
Excess of disbursements over receipts		<u>\$ (1,821.33)</u>

\*\* Brackets ( ) denote red figures.



## SCHEDULE C

## CASH IN BANKS AND SECURITIES

December 31, 1957

## Cash in banks:

Union Trust Company of the District of Columbia	\$ 25,482.76
Merchants National Bank	23,654.49
Indiana National Bank	23,871.68
Northfield National Bank	3,782.93
Bowery Savings Bank	9,931.56
Emigrant Industrial Savings Bank	6,007.80
Franklin Savings Bank	9,801.65
First Federal Savings and Loan Association	8,282.41
Perpetual Building Association	33,938.02
Home Federal Savings and Loan Association	9,536.09
Jefferson Federal Savings and Loan Association	9,504.78
Total cash in banks	<u>\$163,794.17</u>

## Securities (at cost):

Federal Home Loan Notes—in Washington, D. C.	\$ 40,241.39
U. S. Treasury Bills—in Indianapolis	24,801.25
Total	<u>\$ 65,042.64</u>

## SCHEDULE D

## BALANCE SHEET

December 31, 1957

## Assets

Cash in banks	\$163,794.17
Securities at cost	65,042.64
Paper purchased in 1956 for 1958 issue of the BULLETIN	2,560.00
Building:	
Including architect's fees, legal fees, etc.	\$ 55,684.93
Less: Mortgage	37,689.75
Net	17,995.18
Total assets	<u>\$249,391.99</u>

## Funds

General Fund	\$ 97,534.37
Arts Program	25,205.58
Commission on Colleges and Industry:	
Operating Account	20,399.14
Workshop on Corporate Giving	3,255.35
American College Fund	48,672.93
Commission on Liberal Education	10,832.78
Commission on Professional and Graduate Study	(236.94)
Commission on Teacher Education	3,782.93
Administrative Consultant Service	41,417.18
National Science Foundation	(1,821.33)
Total funds	<u>\$249,391.99</u>

\*\* Brackets ( ) denote red figures.

Note: The library of choral music has been turned over to the Free Library of Philadelphia and is no longer the property of the Association.

## REPORT OF EXECUTIVE DIRECTOR

THEODORE A. DISTLER

IN giving an account of my stewardship I shall pass over the programs and projects that have been reviewed for you in the report of the Board of Directors. I will not deny that my office has played some slight role in nearly all of them, but for the most part they are the work of the several commissions and, as the directors have said, the commissions must take the credit.

Nor shall I attempt to describe in detail the work of the central office. The kind things that many of you have said to me show that you are familiar with the services we are striving to render to our member colleges and through them to the youth of America. In the course of the year we visit many colleges, receive many visitors from them, write many hundreds of letters and pour many thousands of words into the telephone—but always with the sense that whatever we do is but a marginal adjunct to the activity of more than 750 campuses, where the real business of higher education is carried on. At best your Association can be no more than a clearinghouse of information, a forum of debate, a catalyst of opinion and an instrument of mutual assistance. For the performance of these functions it employs half a dozen people in the central office, while more than twenty times that number of member presidents and other college officers serve in a voluntary capacity on our Board of Directors, on our commissions and committees and as representatives of the Association on a multitude of occasions.

Any expression of my personal thanks to these numerous colleagues would be inadequate and even irrelevant. For much of the strength of our Association resides in the fact that at any given time more than one in six of its members are represented in the organs through which it operates. In a very real sense this is *your* Association.

This is not to say that both you and I do not owe a deep debt of gratitude to my associates on the headquarters staff. The Board of Directors has paid warm tribute to their industry and devotion, and I am in the best position to know that it is amply justified. In the last few years the program of the Association has grown by leaps and bounds, and in every respect but size the

staff has kept pace with it. We have increased in numbers too, and need to increase a little more, but for output per head I would be willing to set our staff against any similar group anywhere. I intend no invidious comparisons in making special mention of Mr. Wormald, who for the past three years has been my effective alternate. My fellow directors are in unanimous agreement with my view that the time has come for the position he occupies in fact to be given formal recognition. If, as we hope, you adopt the necessary constitutional amendment, we shall appoint Mr. Wormald our first Associate Director. But no change of status will enable him to do more than he is already doing, and our work has now grown to the point at which we need the help of another administrative officer to relieve us both of some of the more routine operations.

This process of growth—modest as it is—would itself have left us somewhat cramped for space in our present quarters but, as the directors have explained to you, a move has been forced upon us by circumstances outside our own control. I believe that the Board's solution of the problem is the best that could have been found. I realize that a capital expenditure of \$135,000 represents a heavy commitment for an organization with resources as limited as ours, but I am confident that the Board's act of faith will be abundantly justified. Our expert advisers tell me that through this outlay we shall have acquired a building worth \$180,000, but I need hardly assure you that real estate speculation did not enter into the Board's calculations. Our sole purpose was to secure as economically as possible a worthy home for the Association and one in which we can carry on our work for you with maximum efficiency. We hope to receive even more visitors from our member colleges at our new home in "R" Street than we have welcomed to Jackson Place.

The Board's action implies of course a belief that the responsibilities of the Association and of the colleges it represents will continue to grow in the years ahead. The events we have seen unroll, in Washington and the world at large, during this past year leave me in little doubt about this prospect.

When I reported to you at our last annual meeting, I spoke of the increasing concern of the American people with the place of higher education in our national life. As President Hannah

reminded us last night, that concern has been greatly sharpened by the events of recent months. And, as he suggested, it may have both good and evil consequences.

It is good that the whole body of citizens should be brought to a lively awareness of the contribution that higher education makes to our national welfare. More than one great thinker has pointed out that civilized man is prone to take too much for granted the foundations on which his civilization rests. Most of us are blissfully unconscious that city-dwelling Western man is dependent for his very existence on an infinitely complex and delicately balanced mechanism built up by the labor and ingenuity of past generations; that we are living on an accumulated inheritance of intellectual capital. We Americans in particular are disposed by political philosophy and technical achievement alike to assume that something we call "progress"—measured all too often in terms of labor-saving gadgets and canned entertainment—is automatic and inevitable. The trouble is not that we manufacture washing machines while the Russians are making space ships: it is more fundamental, because what we neglect is *fundamental* enquiry. We needed a forcible reminder that, with or without global war, a society that does not keep on adding to its intellectual capital through the pursuit and dissemination of new knowledge has no future.

At the same time I take back nothing of what I said to you a year ago about competition with Soviet Russia. It was time for the American people to be awakened from their self-complacent doze—but not for an international race in the production of technicians. We need more technicians—not so much because the Russians are presently training more than we are as to meet the demands of our own growth. But if we yield to thoughtless clamor for all our educational resources to be concentrated on the training of engineers and scientists, we shall be worse and not better off. Under the shadow of nuclear war, technology flourishes but human qualities go by default. The only remedy the world's leaders seem able to offer for the fears and suspicions that threaten mankind with total annihilation is the illusion of superior power. The lessons of the past remain unlearned. This is not a state of affairs that can be cured by engineers or even by physicists. If wisdom and decency are lacking, science and

technology will be of no avail; they will merely serve to foster our illusions.

But under the shock of Russia's spectacular achievements, liberal education in the United States of America is threatened with a two-pronged attack, for fear and indignation make notoriously bad counselors. Not only may we be subjected to greatly increased pressure to sacrifice such supposed luxuries as history, literature and philosophy to the teaching of subjects of obvious utility for national defense, but higher education as a whole may suffer from the efforts of irresponsible politicians to balance increased spending on armaments with indiscriminate cuts in civil expenditures.

If these threats are to be averted and America is to furnish the leadership which alone can save the world from a hideous end, the responsibility that rests on higher education is indeed a heavy one. We educators have a twofold duty: to stand up for reason and justice today, and to defend the birthright of the leaders of tomorrow. The need to which we must awaken our fellow citizens is the need for molding our educational system—and indeed our whole society—into a better instrument for the realization of our own proclaimed ideals—those changeless ideals of Western civilization which President Hannah recalled to us. An educational system imbued with this purpose will seek to foster the development of sensitive, imaginative and creative men and women in every field of human endeavor.

Need I add that we must practice what we preach? Colleges and universities, like any other social institutions, inevitably reflect the values of the society they serve, but if they conform uncritically to popular values they thereby surrender all claim to the leadership essential to the production of leaders. You can sell education like any merchandise on the principle that the customer is always right, but the goods you deliver will not be education. The education which our colleges were founded to provide—and of which our nation stands in greater need than at any time in its history—is genuine education in the liberal arts and sciences. If behind a façade of liberalizing verbiage we are in fact peddling a compound of technical "know-how" and social adjustment, as a formula for success in the world as it is, we might as well shut up shop and hand over the business of

higher education to technical training centers and institutes of pseudo-psychology.

I am not hankering after a return to the classical academy. I do not believe that liberal education is defined by curricula that would have been acceptable to Erasmus or Abelard. I must confess that I find it hard to see that cosmetology can be as liberal as philosophy, or salesmanship as mathematics, but the spirit of liberal education is more important than the subject matter. Nor am I so blind as to think we can ignore the fact that the young men and women who come to our campuses have to prepare themselves to make their way in the world. But the real test of our pretensions is whether vocational preparation is our dominant concern or takes second place to the task of teaching our students to think for themselves, to look on the world with critical understanding and to dedicate themselves to its improvement.

Still less do I advocate a slavish adherence to academic custom. On the contrary I deplore the tragic irony by which the spirit is allowed to wither while traditional forms are meticulously preserved. Must we insist, in defiance of accumulating evidence, that a liberal education requires no less than four years of undergraduate study? Must we load the student with endless tests and quizzes that encourage superficial facility at the expense of analytical reflection and prolong adolescent dependence instead of developing mature responsibility? Must we allow both professors and students to spend a major part of their working time in lecture sessions, as if the printing press had never been invented? Must we maintain the outmoded sacred cow of the traditional semester? There is in my view no defense for an academic year split up in conformity with defunct social patterns instead of being rationally organized to accommodate coherent units of work with vacations at appropriate intervals, or for a weekly timetable geared to the convenience of the individual professor rather than the needs of the student. As a former teacher, dean and college president, I am scarcely likely to fall into the error of imagining that a college can be run like a steel mill or that a professor is working only when he is teaching. But in asking the American people, as we must, to devote a substantially larger share of the national income to higher



education, can we in good conscience assure them that our present resources, human and material, are being employed as effectively as possible for the performance of our proper function?

The American people are all too anxious for us to do a good job. I am convinced that they will give us everything we need if we tell them in plain language what it is and why we need it. But if we fail to give them clear-cut guidance, because we do not know our own minds or are more concerned with private differences than with the public interest, they will either turn away from us in disgust or impose solutions that will be both painful for us and detrimental to the welfare of the nation.

The outstanding mark of public concern is the widespread demand for a sweeping program of federal aid to education at all levels, including higher education. Traditionally a majority of the members of this Association have been opposed to federal aid, on the ground that it would endanger their independence. The independence of our colleges must certainly be preserved, but at this juncture to damn federal aid in the abstract would be disastrous folly. It would simply alienate public opinion by giving an impression of irresponsible indifference to the nation's needs in a time of crisis. If we expect our national government to defend us, we cannot reasonably deny its right to concern itself with a branch of activity that, on any showing, is vital to national defense. Whether we like it or not, the congressional session that opened yesterday will be flooded with all kinds of proposals, good, bad and indifferent, for federal aid to education, and unless I am much mistaken some of them will pass into law. Our duty is not to cry havoc but to use all the influence at our command to ensure that whatever measures may be adopted shall be constructive and not destructive of higher education as a public service.

First we should continue to insist that it is in the public interest no less than the institutional interest that the right of colleges and universities to set their own educational goals and determine their own programs shall not be infringed.

Secondly we should strive to persuade the Congress and the people that research and teaching in the pure sciences and the humanities are just as essential to the national welfare as engineering and applied science.

Thirdly we should point out that any scheme for coralling or bribing a predetermined proportion of students into an arbitrary choice of studies, regardless of their personal suitability, would not only be an infringement of academic and personal freedom but would be inherently self-defeating.

Fourthly we should urge that any form of federal aid be limited to meeting genuine needs, national and individual, as economically as possible, and be distributed among persons, institutions and states on the most equitable possible basis. As a corollary, any program of aid to institutions should be open to all, within the limits set by constitutional principles, leaving each institution free to accept or reject the proffered aid in conformity with its own individual policy.

Finally we should insist that federal aid must not take a form calculated to supplant or discourage local and private initiative in support of higher education but should be designed to stimulate and complement such initiative.

If we look back over the history of higher education in the U.S.A. we shall recall that from the beginning it has rested on a combination of private benevolence and governmental action. If either form of support had been lacking, it would never have attained the phenomenal growth of which we are justly proud. If it is to go on growing and prospering in the future, both forms of support must be retained in reasonable balance with each other. While therefore we may accept an appropriate extension of the massive support that the Federal Government is already furnishing in some areas of higher education, we must bend our efforts to securing a corresponding increase in the support we receive from private sources. Our financial needs over the next dozen years are likely to be so great that we can hardly expect the additional funds to be provided either by government or by private donors alone. Personally I should like to see the benefactions of industry and private individuals not only multiplied four or five times within that period but organized in such a way as to ensure that every dollar is used to maximum advantage. Better coordination is as badly needed as an increase in volume if private support is to play its proper role. The National Merit Scholarship Program provides an excellent illustration of the kind of cooperation I have in mind.

Above all, higher education must strain every nerve to speak with a united voice in presenting its claims, through whatever channel, on our national resources. It would be too much to expect us all to agree on every detail of what is needed and how the need can best be met. Conflicts of interest are unavoidable in human affairs, and honest differences of opinion are bound to arise on any question of serious importance. But, if liberal education has any meaning for those who purvey it, we must be able to subordinate our individual interests to the larger interests of our country and humanity and to admit that others may have seen aspects of the truth that have escaped our own vision. In seeking the largest possible area of common ground, among ourselves and with other branches of higher education, we must be prepared for give-and-take—making reservation only of principles that are truly fundamental. Believing it to be your wish, your directors and staff have conducted the business of the Association of American Colleges in that spirit, and in the same spirit, under God's guidance, we shall face the problems of the coming year.

## REPRESENTATION OF THE ASSOCIATION IN 1957

**T**HE following representatives of member colleges acted as official delegates of the Association on the occasions indicated:

- March 8. President Harold W. Tribble, Wake Forest College. Fiftieth Anniversary, East Carolina College.
- March 25. President Calvert N. Ellis, Juniata College. Testimony on college housing before the Committee of the United States Senate on Banking and Currency.
- March 29. President D. W. Bittinger, McPherson College. Inauguration of President William J. Scarborough. Baker University.
- March 30. President John A. Barry, Jr., Coker College. Inauguration of President Frank R. Veal, Allen University.
- April 5 and 6. President Norman E. McClure, Ursinus College, and Vice President Allen T. Bonnell, Drexel Institute of Technology. 61st Annual Meeting of the American Academy of Political and Social Sciences.
- April 16. President Andrew L. Seebold, University of Dayton. 100th Anniversary, Wilberforce University.
- April 24. President Irwin J. Lubbers, Hope College. Inauguration of President Robert D. Swanson, Alma College.
- April 26. President William E. Stevenson, Oberlin College. Inauguration of President Alfred B. Bonds, Jr., Baldwin-Wallace College.
- April 29. President James F. Findlay, Drury College. Inauguration of President Mark F. Scully, Southeast Missouri State College.
- April 29. President Frank R. Veal, Allen University. Inauguration of President E. Clayton Calhoun, Paine College.
- May 2. President J. Paul Leonard, San Francisco State College. Convocation commemorating centennial year, San Jose State College.
- May 3. Acting President Harry M. Gage, Coe College. Inauguration of President J. Richard Palmer, Morningside College.
- May 8. President Carlyle Campbell, Meredith College. Inauguration of President William C. Friday, University of North Carolina.
- May 8. President Charles J. Turek, Macalester College. Inauguration of President James P. Shannon, College of Saint Thomas.
- May 9. President George N. Shuster, Hunter College of the City of New York, and President Buell G. Gallagher, City College of the City of New York. Formal opening of the World Affairs Center for the United States.

- May 9-11. President Paul R. Anderson, Chatham College.  
Inauguration of Chancellor Edward H. Litchfield, University of Pittsburgh.
- May 10-19. Sister Mary John Michael, Mundelein College.  
Dedication of new Saint Xavier College Educational Center.
- May 11. President H. Sherman Oberly, Roanoke College.  
Inauguration of President Earl G. Hunt, Jr., Emory and Henry College.
- May 15. President John A. Flynn, St. John's University, Brooklyn. Inauguration of Sister Vincent Therese Tuohy as president of St. Joseph's College for Women.
- June. President George N. Shuster, Hunter College. 500th Anniversary of University of Freiburg, Germany.
- June 23-28. President S. Justus McKinley, Emerson College.  
American Association of University Women, 75th Anniversary Biennial Convention.
- August 20-30. President John H. Dawson, Adrian College.  
Annual National Student Congress of the United States National Student Association.
- September 24. President Frank A. Rose, University of Alabama. Inauguration of President Frank G. Dickey, University of Kentucky.
- October 10. President Richard D. Weigle, St. John's College.  
Observer at annual meeting of membership of Council for Basic Education.
- October 10-11. Dr. S. Etta Schreiber, Hunter College. Conference on Strengthening the United Nations.
- October 11. President Carlyle Campbell, Meredith College.  
Inauguration of President Bruce E. Whitaker, Chowan College.
- October 12. President Lawrence L. Pelletier, Allegheny College. Inauguration of President Edwin C. Clarke, Geneva College.
- October 19. President Norman E. McClure, Ursinus College.  
Inauguration of President Hugh Borton, Haverford College.
- October 20-23. Professor Gene Udell, Temple University.  
Conference on Teaching by Television in Colleges and Universities, sponsored by the American Council on Education.
- October 25. Dean S. Wilds DuBose, Davis and Elkins College.  
Inauguration of President Stanley H. Martin, West Virginia Wesleyan College.
- October 31-November 1. President Samuel B. Gould, Antioch College. Twenty-second Educational Conference sponsored by the Educational Records Bureau and the American Council on Education.
- October 31-November 2. Mother Eleanor M. O'Byrne, Manhattanville College of the Sacred Heart; President Louis W.

- Norris, MacMurray College; Dean C. R. Wimmer, Hamline University. Annual Meeting of the Council on Cooperation in Teacher Education.
- November 9. Reverend Thomas Fleming, Boston College. Inauguration of President Richard Glenn Gettell, Mount Holyoke College.
- November 21. President Robert C. Stanger, Elmhurst College. Inauguration of President Hugo Norton, Trinity Seminary and Bible College.
- December 6. President George H. Armacost, University of Redlands. Inauguration of President John L. Davis, Chapman College.
- December 6. President John L. Plyler, Furman University. Inauguration of President Oliver C. Carmichael, Jr., Converse College.
- January 10-11. President John H. Dawson, Adrian College. Annual National Student Congress of the United States National Student Association.
- September 24. President Frank A. Ross, University of Alabama. Inauguration of President Frank O. Dickey, University of Kentucky.
- October 10. President Richard D. Wright, St. John's College. Observer at annual meeting of membership of Council for Basic Education.
- October 10-11. Dr. E. R. Schuchman, Hunter College. Lecture on Strengthening the United Nations.
- October 11. President Charles Campbell, Maryland College. Inauguration of President Bruce R. Whitaker, Colman College.
- October 12. President Lawrence L. Feltner, Allegheny College. Inauguration of President Edwin G. Clark, University of Chicago.
- October 13. President Nathan M. McFarlane, Indiana College. Inauguration of President Hugh Boston, Haverford College.
- October 20-21. President Gene Littel, Temple University. Conference on Teaching by Television in Colleges and Universities sponsored by the American Council on Education.
- October 22. Dean S. White, College Park and Edwin College. Inauguration of President Stanley H. Martin, West Virginia Wesleyan College.
- October 23-November 1. President Samuel H. Gould, Antioch College. Twenty-second Educational Conference sponsored by the Educational Research Bureau and the American Council on Education.
- October 23-November 2. Professor Leonard M. G. Giffin, Manhattanville College of the Sacred Heart, President Louis W.



**THE OFFICIAL RECORDS**  
**Minutes of the 44th Annual Meeting**  
**of the**  
**Association of American Colleges**  
**7-9 January 1958**  
**di Lido Hotel, Miami Beach, Florida**

Theme: American Education and World Responsibility

*Opening Session: Annual Dinner of the Association*

**T**HE forty-fourth Annual Meeting of the Association of American Colleges opened with the Annual Dinner of the Association at 7:30 p.m., Tuesday, 7 January 1958. The President of the Association, President J. Ollie Edmunds of Stetson University, took the chair and the invocation was offered by President Arthur G. Coons of Occidental College, Past President of the Association. Some 550 persons attended the dinner and a total of 650 registered for the Annual Meeting.

The chairman read a message of greeting and encouragement addressed through him to the Association by the President of the United States.

The Honorable LeRoy Collins, Governor of Florida, gave an address of welcome.

Choral recitals were given by the Knowles Memorial Chapel Choir of Rollins College under the direction of Robert Hufstader and the Stetson University Glee Club under the direction of Harold M. Giffin.

The principal speaker was President John A. Hannah of Michigan State University, who gave an address entitled "*We Cannot Sleep.*"

*Second General Session*

President Edmunds called the second general session to order at 9:00 a.m., Wednesday, 8 January. The invocation was offered by President Russell J. Humbert of DePauw University.

President Edmunds reported the appointment of the following committees:

*Committee on Nominations:*

President Arthur G. Coons, Occidental College, *Chairman*

President James P. Baxter, III, Williams College  
Chancellor Emeritus R. H. Fitzgerald, University of Pittsburgh  
President Joseph R. N. Maxwell, Boston College  
President M. E. Sadler, Texas Christian University

*Committee on Resolutions:*

President William J. Scarborough, Baker University, *Chairman*  
President Hurst R. Anderson, American University  
President Sarah G. Blanding, Vassar College  
President Eldon L. Johnson, University of New Hampshire  
President Andrew C. Smith, Spring Hill College  
President William E. Stevenson, Oberlin College  
President O. Meredith Wilson, University of Oregon.

The President announced that balloting on the amendments duly offered at the 43rd Annual Meeting to Articles III, V and VII of the Constitution would begin forthwith and continue until nine o'clock the same evening.

President William W. Whitehouse of Albion College, Vice President of the Association, presented the report of the Board of Directors on the activities of the Association during the past year and the Board's recommendations for future action. On motion the report was received and the Board's recommendations adopted.

In the unavoidable absence of President George M. Modlin of the University of Richmond, Treasurer of the Association, his report embodying the auditor's statement on the management of the Association's funds during the year was presented by President David A. Lockmiller of the University of Chattanooga. On motion the report was approved.

Executive Director Theodore A. Distler presented his report on the work of the central office and the problems facing the Association. On motion the report was received.

President Edmunds announced the appointment of a special committee to consider and report on the problem of financial support for higher education with particular reference to possible action by the Federal Government. The composition of the committee was as follows:

President Carter Davidson, Union College, New York, *Chairman*  
President Hurst R. Anderson, American University

President Norman P. Auburn, University of Akron  
 President Sarah G. Blanding, Vassar College  
 President Arthur G. Coons, Occidental College  
 President Albert W. Dent, Dillard University  
 President O. P. Kretzmann, Valparaiso University  
 President William G. Ryan, Seton Hill College  
 Chairman of the Board Frank H. Sparks, Wabash College  
 President William E. Stevenson, Oberlin College  
 President Willis M. Tate, Southern Methodist University  
 President W. Terry Wickham, Heidelberg College.

*Sectional Meetings*

At 10:30 a.m. the meeting divided into three sectional meetings.

*Section 1*, under the chairmanship of Vice Chancellor Edward McCrady, Jr., of the University of the South, considered *The Responsibilities of Higher Education in the Nuclear Age*. Discussion was led by a panel composed of:

S. Douglas Cornell, Executive Officer, National Academy of Sciences

Jesse D. Perkinson, Jr., Chief, Training and Education Branch,  
 Division of International Affairs, Atomic Energy Commission

Lawrence D. Weiler, Special Staff, Disarmament Staff, The White House.

*Section 3*, presided over by President Richard D. Weigle of St. John's College, Chairman of the Commission on Liberal Education, discussed *College and Secondary School: Curriculum and Standards* under the leadership of a panel composed of:

Principal Harold Howe II, Newton High School, Massachusetts

Professor Charles R. Keller, Chairman, History Department, Williams College

President Otto F. Kraushaar, Goucher College

President Robert E. Long, Park College.

*Section 5*, under the chairmanship of President Norman P. Auburn of the University of Akron, Chairman of the Commission on Public Information and Acting President of the Council for Financial Aid to Education, considered *How to Take Advantage of the Higher Education Advertising Campaign*. Eldredge M. Hiller, Vice President for Public Information of the Council for

Financial Aid to Education, spoke on *High Points of the 1957 Campaign*. Kenneth G. Patrick, Manager of the Educational Relations and Corporate Support Service of the General Electric Company and Coordinator of the Higher Education Advertising Campaign, and Richard Q. Kress, Account Executive of N. W. Ayer & Son, Inc., gave *A Preview of the 1958 Campaign*. President Arthur G. Coons of Occidental College and President William E. Stevenson of Oberlin College served as panelists for a discussion of *How Colleges Can Heighten the Impact of the Campaign in Their Own Communities*.

### *Third General Session*

The Wednesday afternoon session opened at 2:00 p.m. under the chairmanship of President I. Lynd Esch of Indiana Central College, Chairman of the Commission on Christian Higher Education. The invocation was offered by President Celestin J. Steiner of the University of Detroit, Vice Chairman of the Commission.

The Reverend Thurston N. Davis, Editor-in-Chief of *America* and *Catholic Mind*, and Ernest S. Griffith, Dean Designate of the School of International Service at the American University, gave addresses on *What Can the International Community Expect of American Christian Higher Education Abroad and at Home?*

President Norman P. Auburn of the University of Akron, Acting President of the Council for Financial Aid to Education, made an interim report on the Survey of Voluntary Support for America's Colleges and Universities, 1956-57, carried out by the Council with the cooperation of the American Alumni Council and the American College Public Relations Association.

### *Sectional Meetings*

A second series of sectional meetings began at 4:00 p.m.

*Section 2*, under the chairmanship of Byron S. Hollinshead, lately Director of the Technical Assistance Department of Unesco, considered *Today's Situation in Some Key Regions of the World and its Implications for American Higher Education*. Reports on the situation in individual regions were given by:

Arthur S. Adams, President, American Council on Education  
Professor José Balseiro, University of Miami

Kenneth I. Holland, President, Institute of International Education

Mrs. Raymond F. McClain, American University at Cairo

President Herriek B. Young, Western College for Women.

*Section 4*, presided over by President O. P. Kretzmann of Valparaiso University, Chairman of the Commission on Professional and Graduate Study, considered *Liberal Arts and Professional Training: the Education of Teachers and Physicians*. Papers were presented by President O. Meredith Wilson of the University of Oregon on *The Ph.D. Program as a Preparation for College Teaching*, William J. Sanders, Commissioner of Education of the State of Connecticut, on *Problems in the Preparation of Secondary School Teachers*, Dean Lewis M. Hammond of the Graduate School of the University of Virginia on *The Master's Degree Program* and Dean Thomas B. Turner of the Medical School of the Johns Hopkins University on *The Liberal Arts in Medical Education*.

*Section 6*, with President Louis W. Norris of MacMurray College in the chair, discussed *The Task of the Woman's College*. Papers were given by President Leland H. Carlson of the Rockford Colleges on *The Role of the Woman's College in the Next Ten Years*, Mrs. Anna L. Rose Hawkes, President of the American Association of University Women, on *Preparation of Women for Their Role in International Affairs* and President Harold Taylor of Sarah Lawrence College on *New Curricular Needs of Women*.

#### *Informal General Session*

At 8:30 p.m. the Association met in informal general session under the chairmanship of President Edmunds to hear an address given by Professor Germán Arciniegas of Columbia University on *The Struggle for Freedom in the Western Hemisphere*.

#### *Fourth General Session*

The final session of the Annual Meeting was called to order by Vice President Whitehouse at 9:00 a.m., Thursday, 9 January. The invocation was offered by President C. A. Kaufmann of Newberry College.

President William J. Scarborough of Baker University, Chair-

man of the Committee on Resolutions, offered the following resolutions on behalf of the committee:

*Be it resolved* that the Association of American Colleges convey to the President of the United States its cordial appreciation of his gracious message to the Forty-Fourth Annual Meeting of the Association and an assurance of the wholehearted support of the liberal arts colleges of America for his efforts on behalf of international justice and peace.

*Be it resolved* that the Association express to the Honorable LeRoy Collins, Governor of Florida, its warm gratitude for his action in attending the Annual Meeting and extending a personal welcome to the delegates.

*Whereas* the Association of American Colleges, representing nine tenths of the liberal arts colleges of the United States of America, is gratified that the American people and their representatives in Congress are showing increased concern for higher education and its indispensable contribution to the national welfare;

*Whereas* it would be disastrous if this concern were to issue in the concentration of our educational resources on an international technological race at the expense of the human and spiritual values that lie at the root of Western civilization;

*Whereas* American educators stand ready to redouble their efforts to mold our educational system into a more effective instrument for the realization of those values which underlie the democratic ideal;

*And whereas* we recognize that this will demand greatly increased investment, both private and governmental, in higher education;

*Be it resolved* that the Association of American Colleges recommend to the Congress of the United States that any measure designed to aid higher education to meet the critical needs of the time should be framed in conformity with the following principles:

1. Research and teaching in the liberal arts and sciences are as fundamental to the national welfare as technology;
2. The right of colleges and universities to set their own goals and determine their own programs is as vital to the public interest as to the institutional interest;



3. Any attempt to put pressure on students to make a choice of studies or institutions regardless of individual suitability would not only be an infringement of personal freedom but would defeat its own purpose;

4. Federal action should be limited to the provision of any necessary stimulus at strategic points to encourage local and private support of higher education.

*Whereas* maintenance and improvement of the quality of American education require an increasing flow of qualified candidates into the teaching profession, especially for the teaching of mathematics, natural science, foreign languages and the other basic disciplines;

*Be it resolved* that the Association urge the administration and faculty of each of its member colleges to devote greater effort to encouraging suitable men and women among their students to consider teaching as a career and to securing wider public recognition of the key role of the teacher in our society.

*Be it resolved* that the Association renew its expression of thanks to the Advertising Council, Inc. for its campaign for popular understanding and support of higher education and urge member colleges to make full use, in accordance with their individual needs and circumstances, of the opportunities offered by the campaign.

*Be it resolved* that the Association of American Colleges reaffirm its belief that the freest possible exchange of knowledge and ideas among the scholars and peoples of the world is essential both to the welfare of our nation and to that international understanding without which there can be no lasting peace, and in this belief urge the President and the Congress of the United States that, notwithstanding any other claims on our national resources, appropriations for international educational exchange programs be raised to the highest practicable level and that the opportunity to take part in such programs be extended to students and teachers from countries whose peoples have not hitherto had access to first-hand knowledge of American life and American ideals.

*Be it resolved* that the Association record its conviction that the College Housing Program has played an indispensable part in enabling our colleges and universities to meet the increasing

demands made upon them in recent years, its gratitude for the action taken in the first session of the 85th Congress to increase the funds available for the program and to maintain the present interest formula and its earnest hope that the Congress will continue to preserve the terms established by the existing law for the colleges and universities to obtain housing loans.

*Be it resolved* that the Association urge the Senate of the United States to take favorable action on the provisions included in the Excise Tax Technical Changes Bill, already passed by the House of Representatives, extending to all non-profit educational institutions the exemption from excise taxes enjoyed by publicly controlled institutions.

*Be it resolved* that the members of the Association of American Colleges express their grateful appreciation of the leadership furnished by President J. Ollie Edmunds, Executive Director Theodore A. Distler and the other directors in a year of outstanding achievement in the history of the Association.

*Be it further resolved* that the Association commend the chairmen and members of the several commissions and committees for their increasingly effective contributions to the work of the Association and the directors and staff for their imaginative planning and skillful organization of the 44th Annual Meeting.

*Be it resolved* that the Association express its warmest thanks to its member colleges in the State of Florida, and especially to Barry College, Florida State University, Rollins College, Stetson University, the University of Florida and the University of Miami, for their generous hospitality and their invaluable aid in the conduct of the Annual Meeting.

*Be it resolved* that the Association of American Colleges record its recognition of the generosity and public spirit of all the many foundations, corporations and private citizens that are making voluntary contributions in support of higher education and its especial gratitude to the following benefactors for the grants they have made during the past year in aid of the Association's work:

The Charles E. Culpeper Foundation, Inc. for renewing for 1958 its annual grant in support of the Arts Program;

The Danforth Foundation Inc. for its three-year grant for the extension of the Arts Program;

Alfred P. Sloan Foundation, Inc., College Life Insurance Company of America, General Electric Educational and Charitable Fund, The General Foods Fund, Inc., Shell Oil Company, Standard Oil Foundation, Inc. (Indiana), The Union Carbide Educational Fund and United States Steel Foundation, Inc. for their continuing support of the work of the Commission on Colleges and Industry;

Mr. Cyrus Eaton and the University of the South for the hospitality they afforded to Intellectual Life Conferences organized by the Commission on Liberal Education, and to the Fund for the Advancement of Education for its grant to meet the expenses of leaders and participants in the conferences;

The Ford Foundation for its grant for the publication of "A Guide to Graduate Study";

The Danforth Foundation Inc., the Ford Foundation, the National Institutes of Health, the National Science Foundation and the Rockefeller Foundation for meeting the cost of publishing two annual editions of "Directory of Fellowships in the Arts and Sciences";

The Lilly Endowment, Inc. for its grant enabling the Association to establish an Administrative Consultant Service;

The Ford Foundation for its grant to the Association of American Colleges and the American Association of University Professors for the joint operation for a five-year period of a Retired Professors Registry.

All these resolutions were unanimously adopted with the exception of the third resolution. After several amendments to that resolution had been proposed, debated and rejected, an amendment was adopted to delete the words:

"4. Federal action should be limited to the provision of any necessary stimulus at strategic points to encourage local and private support of higher education."

With that amendment the resolution was adopted.

The following report, presented by Chairman Carter Davidson on behalf of the special committee on financial support for higher education, was unanimously adopted:

1. The Association of American Colleges is gratified that the American people and its representatives in Congress have expressed increased concern for many problems of higher education, such as those defined and emphasized by the report of the President's Committee on Education Beyond the High School.

2. We believe that America's cultural attainments, scientific progress, economic prosperity and present position of world leadership have been achieved in large part because of its balanced system of public and private education.
3. Public education has been financed primarily by appropriation of tax money, private education by tuition charges and gifts from individuals, religious organizations and corporations.
4. To maintain this American tradition, the American people must give consideration to the more adequate support of higher education from both public and private funds.
5. The traditional friendliness of government to education in America through its tax structure needs to be continued through the modernization of that tax structure, and by other means appropriate to the requirements of national welfare and security.
6. We urge the Congress to enact legislation at this session which will provide added incentives to making contributions to education during the present critical period. The Association reaffirms its former position in favor of tax credit on individual incomes for tuition and fee payments. It further recommends that Congress give careful study to the feasibility and wisdom of other tax adjustments within appropriate limitations to encourage increased giving to educational institutions. The Association's Commission on Legislation offers its services in the prosecution of such studies.

Vice President Whitehouse announced that, in the balloting on amendments to the Constitution, with the exception of three adverse votes on the third amendment and one ambiguous ballot, all four of the proposed amendments had been adopted unanimously.

The reports of standing commissions of the Association were presented as follows:

*Academic Freedom and Tenure* by Chairman Louis T. Benezet, President of the Colorado College

*Arts* by Chairman Daniel Z. Gibson, President of Washington College

*Christian Higher Education* by Chairman I. Lynd Esch, President of Indiana Central College

*Colleges and Industry* by Chairman Frank H. Sparks, Chairman of the Board of Trustees, Wabash College

*Faculty and Staff Benefits* by Chairman Mark H. Ingraham, Dean of the College of Letters and Science, University of Wisconsin

*International Understanding* by Chairman Francis S. Hutchins, President of Berea College

*Liberal Education* by Chairman Richard D. Weigle, President of St. John's College

*Professional and Graduate Study* by Chairman O. P. Kretzmann, President of Valparaiso University

*Public Information* by Chairman Norman P. Auburn, President of the University of Akron

*Teacher Education* by Chairman J. Conrad Seegers, President of Muhlenberg College.

On motion each of these reports was received and adopted.

Chairman Arthur G. Coons of the Committee on Nominations presented the report of the committee, which was unanimously adopted. The names of the officers of the Association and members of standing commissions thus elected are printed in the opening pages of the BULLETIN.

The Annual Meeting adjourned at 12 noon.

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The commissions and committees of the Association held their regular meetings on 7 January, immediately before the Annual Meeting, or at other times between Sunday the 5th and Thursday the 9th. Church boards of higher education and other allied bodies met during the same period. The American Conference of Academic Deans held its 14th annual meeting on Tuesday the 7th, and the Council for the Advancement of Small Colleges its second national meeting on the 6th and 7th.

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The wives of member presidents held their customary meeting in the morning of 8 January, under the chairmanship of Mrs. J. Ollie Edmunds. A discussion of the intellectual life conferences of 1956 and 1957 was led by:

Mrs. Daniel Z. Gibson, Washington College, Maryland

Mrs. Louis W. Norris, MacMurray College, Illinois

Mrs. Samuel B. Gould, Antioch College, Ohio.

The same afternoon, through the courtesy of the University of Miami, the ladies were taken on a tour of Coral Gables and the university campus and were later entertained at a reception given by President and Mrs. Jay F. W. Pearson. The following morning was devoted to a tour of Miami Beach with morning coffee at Barry College.

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BY DECISION OF THE BOARD OF DIRECTORS, THE  
NEXT ANNUAL MEETING WILL BE HELD AT KANSAS  
CITY, MISSOURI, 6-8 JANUARY 1959.



## MEMBERS OF THE ASSOCIATION OF AMERICAN COLLEGES

### OFFICERS AND MEMBERS OF THE BOARD OF DIRECTORS FOR THE YEAR ENDING JANUARY 1959

THEODORE A. DISTLER  
*Executive Director*

726 Jackson Place, N. W., Washington 6, D. C.  
120 W. 58th Street, New York 19, N. Y.

#### OFFICERS OF THE ASSOCIATION FOR 1958-59

*President:* William W. Whitehouse, *President, Albion College*

*Vice President:* G. D. Humphrey, *President, University of Wyoming*

*Treasurer:* George M. Modlin, *President, University of Richmond*

*Executive Director:* Theodore A. Distler

*Past President:* J. Ollie Edmunds, *President, Stetson University*

*Additional Members of the Board of Directors:*

1959—David A. Lockmiller, *President, University of Chattanooga*

1960—Vineent A. McQuade, *President, Merrimack College*

1961—Courtney C. Smith, *President, Swarthmore College*

1962—Harlan H. Hatcher, *President, University of Michigan*

*Executive Director Emeritus:* Guy E. Snavelly, *President, Lafayette College*

*Associate Director:* F. L. Wormald

By order of the Association, in the case of universities the unit of membership is the university college of liberal arts. Unless otherwise indicated the name of the president or the chancellor is given in the column headed Executive Officer.

#### INSTITUTION

#### EXECUTIVE OFFICER

#### ALABAMA

Alabama College, Montevallo	Howard M. Phillips
Alabama Polytechnic Institute, Auburn	Ralph B. Draughon
Athens College, Athens	Perry B. James
Birmingham-Southern College, Birmingham	Henry K. Stanford
Howard College, Birmingham	Harwell G. Davis
Huntingdon College, Montgomery	Hubert Searcy
Judson College, Marion	J. I. Riddle
Miles College, Birmingham	W. A. Bell
St. Bernard College, St. Bernard	Brian J. Egan
Spring Hill College, Spring Hill	Andrew C. Smith
Stillman College, Tuscaloosa	Samuel B. Hay
Talladega College, Talladega	Arthur D. Gray
Tuskegee Institute, Tuskegee	Luther H. Foster
University of Alabama, University	Frank A. Rose

## ALASKA

University of Alaska, College \_\_\_\_\_ Ernest N. Patty

## ARIZONA

Arizona State College, Tempe \_\_\_\_\_ Grady Gammage

University of Arizona, Tucson \_\_\_\_\_ Richard A. Harvill

## ARKANSAS

Agricultural, Mechanical and Normal College, Pine Bluff

Lawrence A. Davis

Arkansas State College, Jonesboro \_\_\_\_\_ Carl R. Beng

College of the Ozarks, Clarksville \_\_\_\_\_ Winslow S. Drummond

Harding College, Searcy \_\_\_\_\_ George Stuart Benson

Hendrix College, Conway \_\_\_\_\_ Marshall T. Steel

Onachita Baptist College, Arkadelphia \_\_\_\_\_ Ralph A. Phelps, Jr.

Philander Smith College, Little Rock \_\_\_\_\_ M. LaFayette Harris

University of Arkansas, Fayetteville \_\_\_\_\_ John T. Caldwell

## CALIFORNIA

California College of Arts and Crafts, Oakland \_\_\_\_\_ D. S. Defenbacher

California Institute of Technology, Pasadena \_\_\_\_\_ Lee A. DuBridge

California Western University, San Diego \_\_\_\_\_ William C. Rust

Claremont Men's College, Claremont \_\_\_\_\_ George C. S. Benson

College of Notre Dame, Belmont \_\_\_\_\_ Sister Catharine Julie

College of the Holy Names, Oakland \_\_\_\_\_ Sister Imelda Maria

College of the Pacific, Stockton \_\_\_\_\_ Robert E. Burns

Dominican College, San Rafael \_\_\_\_\_ Sister Mary Patrick

George Pepperdine College, Los Angeles \_\_\_\_\_ M. Norvel Young

Immaculate Heart College, Los Angeles \_\_\_\_\_ Sister Mary Humiliata

La Sierra College, Arlington \_\_\_\_\_ Norval F. Pease

La Verne College, La Verne \_\_\_\_\_ Harold D. Fasnacht

Loyola University of Los Angeles, Los Angeles \_\_\_\_\_ Charles S. Casassa

Mills College, Oakland \_\_\_\_\_ Lynn T. White, Jr.

Mount St. Mary's College, Los Angeles \_\_\_\_\_ Mother Rosemary Lyons

Occidental College, Los Angeles \_\_\_\_\_ Arthur G. Coons

Pacific Union College, Angwin \_\_\_\_\_ B. W. Fowler

Pasadena College, Pasadena \_\_\_\_\_ Russell V. DeLong

Pomona College, Claremont \_\_\_\_\_ E. Wilson Lyon

Sacramento State College, Sacramento \_\_\_\_\_ Guy A. West

St. Mary's College, St. Mary's College \_\_\_\_\_ Brother Sylvester Albert

San Diego College for Women, Alcala Park, San Diego

Mother Frances J. Danz

San Diego State College, San Diego \_\_\_\_\_ Malcolm A. Love

San Francisco College for Women, San Francisco \_\_\_\_\_ Mother Catherine Parks

San Francisco State College, San Francisco \_\_\_\_\_ Glenn S. Dumke

Scripps College, Claremont \_\_\_\_\_ Frederick Hard

Stanford University, Stanford University \_\_\_\_\_ J. E. Wallace Sterling

University of Redlands, Redlands \_\_\_\_\_ George H. Armacost

University of San Francisco, San Francisco	John F. X. Connolly
University of Santa Clara, Santa Clara	Herman Hauck
University of Southern California, Los Angeles	Rufus B. von Kleinsmid
Whittier College, Whittier	Paul S. Smith

#### COLORADO

Colorado College, Colorado Springs	Louis T. Benaset
Loretto Heights College, Loretto	Sister Frances Marie
Regis College, Denver	Richard F. Ryan
University of Colorado, Boulder	Quigg Newton
University of Denver, Denver	Chester M. Alter

#### CONNECTICUT

Albertus Magnus College, New Haven	Sister Marie Louise Hubert
Annhurst College, Putnam	Mother Anne Emelienne
Connecticut College, New London	Rosemary Park
Fairfield University, Fairfield	Joseph D. FitzGerald
Hillyer College, Hartford	Alan S. Wilson
Saint Joseph College, West Hartford	Sister M. Theodore, Dean
Trinity College, Hartford	Albert C. Jacobs
University of Bridgeport, Bridgeport	James H. Halsey
Wesleyan University, Middletown	Victor L. Butterfield
Yale University, New Haven	Norman S. Buck

#### DELAWARE

Delaware State College, Dover	Jerome H. Holland
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#### DISTRICT OF COLUMBIA

American University, Washington	Hurst R. Anderson
Catholic University of America, Washington	William J. McDonald
Dunbarton College of Holy Cross, Washington	Sister M. Mildred Dolores
George Washington University, Washington	C. H. Marvin
Georgetown University, Washington	Edward B. Bunn
Howard University, Washington	Mordecai W. Johnson
Trinity College, Washington	Sister Mary Patrick
Washington Missionary College, Takoma Park	William H. Shephard

#### FLORIDA

Barry College, Miami	Mother Mary Gerald
Bethune-Cookman College, Daytona Beach	Richard V. Moore
Florida Agricultural and Mechanical College, Tallahassee	George W. Gore, Jr.
Florida Normal and Industrial Memorial College, St. Augustine	R. W. Puryear
Florida Southern College, Lakeland	Charles T. Thrift
Florida State University, Tallahassee	Robert M. Strozier

Rollins College, Winter Park .....	Hugh F. McKean
Stetson University, DeLand .....	J. Ollie Edmunds
University of Florida, Gainesville .....	J. Wayne Reitz
University of Miami, Coral Gables .....	Jay F. W. Pearson
University of Tampa, Tampa .....	M. C. Rhodes, <i>Acting</i>

## GEORGIA

Agnes Scott College, Decatur .....	Wallace M. Alston
Atlanta University, Atlanta .....	Eufus E. Clement
Berry College, Mount Berry .....	John R. Bertrand
Brenau College, Gainesville .....	Josiah Crudup
Clark College, Atlanta .....	James P. Brawley
Emory University, Emory University .....	S. Walter Martin
Fort Valley State College, Fort Valley .....	C. V. Troup
Georgia Institute of Technology, Atlanta .....	Edwin D. Harrison
Georgia State College for Women, Milledgeville .....	Robert E. Lee
LaGrange College, LaGrange .....	Waighta G. Henry, Jr.
Mercer University, Macon .....	George B. Connell
Morehouse College, Atlanta .....	Benjamin E. Mays
Morris Brown College, Atlanta .....	John H. Lewis
North Georgia College, Dahlonega .....	Merritt E. Hoag
Oglethorpe University, Oglethorpe University .....	Donald Agnew
Paine College, Augusta .....	Eugene Clayton Calhoun
Piedmont College, Demorest .....	James E. Walter
Shorter College, Rome .....	George A. Christenberry
Spelman College, Atlanta .....	Albert E. Manley
Tift College, Forsyth .....	Carey T. Vinzant
University of Georgia, Athens .....	Omer C. Aderhold
Valdosta State College, Valdosta .....	J. Ralph Thaxton
Wesleyan College, Macon .....	B. Joseph Martin

## HAWAII

University of Hawaii, Honolulu .....	Willard Wilson, <i>Acting</i>
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## IDAHO

College of Idaho, Caldwell .....	Tom E. Shearer
Idaho State College, Pocatello .....	Carl W. McIntosh
Northwest Nazarene College, Nampa .....	John E. Riley

## ILLINOIS

Augustana College, Rock Island .....	Conrad Bergendoff
Aurora College, Aurora .....	Theodore Pierson Stephens
Barat College of the Sacred Heart, Lake Forest .....	Mother Margaret Burke
Blackburn College, Carlinville .....	Robert P. Ludlum
Bradley University, Peoria .....	Harold P. Rodes
Carthage College, Carthage .....	Harold H. Lents

College of St. Francis, Joliet .....	Sister M. Elvira
De Paul University, Chicago .....	Comerford J. O'Malley
Elmhurst College, Elmhurst .....	Robert C. Stanger
Eureka College, Eureka .....	Ira W. Langston
George Williams College, Chicago .....	John R. McCurdy
Greenville College, Greenville .....	Henry J. Long
Illinois College, Jacksonville .....	L. Vernon Caine
Illinois Institute of Technology, Chicago .....	J. T. Rettaliata
Illinois Wesleyan University, Bloomington .....	Merrill J. Holmes
Knox College, Galesburg .....	Sharvey G. Umbeck
Lake Forest College, Lake Forest .....	Ernest A. Johnson
Loyola University, Chicago .....	James F. Maguire
MacMurray College, Jacksonville .....	Louis W. Norris
Maryknoll Seminary, Glen Ellyn .....	William P. North
McKendree College, Lebanon .....	Webb B. Garrison
Millikin University, Decatur .....	Paul L. McKay
Monmouth College, Monmouth .....	Robert W. Gibson
Mundelein College, Chicago .....	Sister Mary Ann Ida
North Central College, Naperville .....	C. Harve Geiger
Northwestern University, Evanston .....	James Roscoe Miller
Olivet Nazarene College, Kankakee .....	Harold W. Reed
Quincy College, Quincy .....	Julian Woods
Roosevelt University, Chicago .....	Edward J. Sparling
Rosary College, River Forest .....	Sister M. Aurelia Altenhofen
Saint Xavier College, Chicago .....	Sister Mary Huberta
Southern Illinois University, Carbondale .....	D. W. Morris
The Principia, Elmhurst .....	William E. Morgan
The Rockford Colleges, Rockford .....	Leland H. Carlson
University of Chicago, Chicago .....	Lawrence A. Kimpton
University of Illinois, Urbana .....	David D. Henry
Wheaton College, Wheaton .....	V. R. Edman

#### INDIANA

Anderson College, Anderson .....	John A. Morrison
Butler University, Indianapolis .....	M. O. Ross
DePauw University, Greencastle .....	Russell J. Humbert
Earlham College, Richmond .....	Thomas E. Jones
Evansville College, Evansville .....	Melvin W. Hyde
Franklin College, Franklin .....	Harold W. Richardson
Goshen College, Goshen .....	Paul E. Mininger
Hanover College, Hanover .....	Albert G. Parker, Jr.
Indiana Central College, Indianapolis .....	I. Lynd Esch
Indiana University, Bloomington .....	Herman B. Wells
Manchester College, North Manchester .....	A. Blair Helman
Marian College, Indianapolis .....	Francis J. Reine
Rose Polytechnic Institute, Terre Haute .....	Ford L. Wilkinson, Jr.
Saint Francis College, Fort Wayne .....	Sister Mary Evodine

St. Joseph's College, Collegeville	Raphael H. Gross
St. Mary-of-the-Woods College, St. Mary-of-the-Woods	
	Sister Francis Joseph
St. Mary's College, Notre Dame	Sister M. Madeleva
Taylor University, Upland	Evan H. Bergwall
University of Notre Dame, Notre Dame	Theodore M. Hesburgh
Valparaiso University, Valparaiso	O. P. Kretzmann
Wabash College, Crawfordsville	Byron K. Trippet

## IOWA

Briar Cliff College, Sioux City	Sister Mary Matilda
Buena Vista College, Storm Lake	John A. Fisher
Central College, Pella	G. T. Vander Lugt
Clarke College, Dubuque	Sister Mary Benedict Phelan
Coe College, Cedar Rapids	Joseph E. McCabe
Cornell College, Mt. Vernon	Russell D. Cole
Drake University, Des Moines	Henry Gadd Harmon
Grinnell College, Grinnell	Howard R. Bowen
Iowa Wesleyan College, Mt. Pleasant	J. Raymond Chadwick
Loras College, Dubuque	D. V. Foley
Luther College, Decorah	J. Wilhelm Ylvisaker
Marycrest College, Davenport	Mother Mary Geraldine
Morningside College, Sioux City	J. Richard Palmer
Parsons College, Fairfield	Millard G. Roberts
St. Ambrose College, Davenport	William J. Collins
Simpson College, Indianola	William E. Kerstetter
State University of Iowa, Iowa City	Virgil M. Hancher
University of Dubuque, Dubuque	Gaylord Couchman
Upper Iowa University, Fayette	Eugene E. Garbee
Wartburg College, Waverly	C. H. Becker
Westmar College, Le Mars	Harry H. Kalas
William Penn College, Oskaloosa	Charles S. Ball

## KANSAS

Baker University, Baldwin	W. J. Scarborough
Bethany College, Lindsborg	Robert A. L. Mortvedt
Bethel College, North Newton	D. C. Wedel
College of Emporia, Emporia	Luther E. Sharpe
Fort Hays Kansas State College, Hays	M. C. Cunningham
Friends University, Wichita	Lowell E. Roberts
Kansas Wesleyan University, Salina	D. Arthur Zook
Marymount College, Salina	Mother Mary Helena
McPherson College, McPherson	D. W. Bittinger
Mount St. Scholastica College, Atchison	Mother M. Alfred Schroll
Ottawa University, Ottawa	Andrew B. Martin
St. Benedict's College, Atchison	Cuthbert McDonald
St. Mary College, Xavier	Arthur M. Murphy



Southwestern College, Winfield	C. Orville Strohl
Sterling College, Sterling	William M. McCreery
University of Kansas, Lawrence	Franklin D. Murphy
University of Wichita, Wichita	Harry F. Corbin
Washburn University of Topeka, Topeka	Bryan S. Stoffer

KENTUCKY

Asbury College, Wilmore	Z. T. Johnson
Bellarmine College, Louisville	Alfred F. Horrigan
Berea College, Berea	Francis Stephenson Hutchins
Centre College, Danville	Thomas A. Spragens
Georgetown College, Georgetown	H. Leo Eddleman
Kentucky Wesleyan College, Owensboro	Oscar W. Lever
Nazareth College, Louisville	Sister Margaret Gertrude Murphy
Transylvania College, Lexington	Irvin E. Lunger
Union College, Barbourville	Conway Bostman
University of Kentucky, Lexington	Frank G. Diekey
University of Louisville, Louisville	Phillip G. Davidson
Ursuline College, Louisville	Mother Mary Cosma

LOUISIANA

Centenary College of Louisiana, Shreveport	Joe J. Mickle
Dillard University, New Orleans	Albert W. Dent
Louisiana College, Pineville	G. Earl Guinn
Louisiana Polytechnic Institute, Ruston	R. L. Ropp
Louisiana State University, University	Troy H. Middleton
Loyola University, New Orleans	W. Patrick Donnelly
McNeese State College, Lake Charles	W. N. Cusic
Newcomb College, New Orleans	John B. Hubbard, Dean
Northwestern State College, Natchitoches	John S. Kyser
Notre Dame Seminary, New Orleans	Thomas U. Boldue
St. Mary's Dominican College, New Orleans	Sister Mary Louise
Southeastern Louisiana College, Hammond	L. H. Dyson
Southern University, Baton Rouge	Felton G. Clark
Southwestern Louisiana Institute, Lafayette	Joel L. Fletcher
Tulane University, New Orleans	Rufus C. Harris
Xavier University, New Orleans	Sister M. Josephina

MAINE

Bates College, Lewiston	Charles F. Phillips
Bowdoin College, Brunswick	James S. Coles
Colby College, Waterville	Julius Seelye Bixler
St. Joseph's College, North Windham	Sister Mary Carmel
University of Maine, Orono	Arthur A. Hauck

MARYLAND

College of Notre Dame of Maryland, Baltimore	Sister Margaret Mary
Goucher College, Towson, Baltimore	Otto F. Kraushaar

Hood College, Frederick	Andrew G. Truxal
Johns Hopkins University, Baltimore	Milton S. Eisenhower
Loyola College, Baltimore	Vincent F. Beatty
Morgan State College, Baltimore	Martin D. Jenkins
Mount St. Agnes College, Baltimore	Sister Mary Cleophas Costello
Mount St. Mary's College, Emmitsburg	J. L. Sheridan
St. John's College, Annapolis	Richard D. Weigle
St. Joseph College, Emmitsburg	Sister Hilda Gleason
United States Naval Academy, Annapolis	W. R. Smedberg, III
University of Maryland, College Park	Wilson H. Elkins
Washington College, Chestertown	Daniel Z. Gibson
Western Maryland College, Westminster	Lowell S. Ensor
Woodstock College, Woodstock	Edward J. Sponga

## MASSACHUSETTS

American International College, Springfield	John Fore Hines
Amherst College, Amherst	Charles W. Cole
Anna Maria College, Paxton	Sister Irene Marie
Assumption College, Worcester	Armand H. Desautels
Atlantic Union College, South Lancaster	Lawrence M. Stump
Boston College, Chestnut Hill	Michael P. Walsh
Boston University, Boston	Harold C. Case
Brandeis University, Waltham	Abram L. Sachar
Clark University, Worcester	Howard B. Jefferson
College of Our Lady of the Elms, Chicopee	Christopher J. Weldon
College of the Holy Cross, Worcester	William A. Donaghy
Eastern Nazarene College, Wollaston	Edward S. Mann
Emerson College, Boston	S. Justus McKinley
Emmanuel College, Boston	Sister Alice Gertrude
Harvard University, Cambridge	Nathan M. Pusey
Lesley College, Cambridge	Trentwell Mason White
Massachusetts Institute of Technology, Cambridge	Julius A. Stratton, <i>Acting</i>
Merrimack College, Andover	Vincent A. McQuade
Mount Holyoke College, South Hadley	Richard G. Gettell
Newton College of the Sacred Heart, Newton	Mother Gabrielle Husson
Northeastern University, Boston	Carl S. Ell
Radcliffe College, Cambridge	Wilbur K. Jordan
Regis College, Weston	Sister Mary Alice
Simmons College, Boston	William E. Park
Smith College, Northampton	Benjamin F. Wright
Springfield College, Springfield	Wesley F. Rennie
Suffolk University, Boston	Robert J. Munce
Tufts University, Medford	Nils Y. Wessell
University of Massachusetts, Amherst	J. Paul Mather
Wellesley College, Wellesley	Margaret Clapp
Wheaton College, Norton	A. Howard Meneely

Williams College, Williamstown .....	James P. Baxter, III
Worcester Polytechnic Institute, Worcester .....	Arthur B. Bronwell

# MICHIGAN

Adrian College, Adrian .....	John H. Dawson
Albion College, Albion .....	William W. Whitehouse
Alma College, Alma .....	Robert D. Swanson
Aquinas College, Grand Rapids .....	Arthur F. Bukowski
Calvin College, Grand Rapids .....	William Spoelhof
Emmanuel Missionary College, Berrien Springs .....	Floyd O. Rittenhouse
Hillsdale College, Hillsdale .....	J. Donald Phillips
Hope College, Holland .....	Irwin J. Lubbers
Kalamazoo College, Kalamazoo .....	Weimer K. Hicks
Marygrove College, Detroit .....	Sister M. Honora
Mercy College, Detroit .....	Sister M. Lucille
Michigan State University of Agriculture & Applied Science, East Lansing .....	John A. Hannah
Nazareth College, Nazareth .....	Sister Marie Kathleen
Olivet College, Olivet .....	Gorton Riethmiller
Siena Heights College, Adrian .....	Sister Benedicta Marie
University of Detroit, Detroit .....	Celestin J. Steiner
University of Michigan, Ann Arbor .....	Harlan H. Hatcher
Wayne State University, Detroit .....	Clarence B. Hilberry

# MINNESOTA

Augsburg College, Minneapolis .....	Bernhard Christensen
Carleton College, Northfield .....	Laurence M. Gould
College of St. Benedict, St. Joseph .....	Sister M. Remberta
College of St. Catherine, St. Paul .....	Sister Mary William Brady
College of St. Scholastica, Duluth .....	Mother M. Martina
College of St. Teresa, Winona .....	Sister M. Camille Bowe
College of St. Thomas, St. Paul .....	James P. Shannor
Concordia College, Moorhead .....	Joseph L. Knutson
Gustavus Adolphus College, St. Peter .....	Edgar M. Carlson
Hamline University, St. Paul .....	Paul H. Giddens
Macalester College, St. Paul .....	Charles J. Turck
St. John's University, Collegeville .....	Baldwin Dworschak
St. Mary's College, Winona .....	Brother I. Basil
St. Olaf College, Northfield .....	Clemens M. Granakon
University of Minnesota, Minneapolis .....	J. L. Morrill

# MISSISSIPPI

Belhaven College, Jackson .....	R. McFerran Crowe
Blue Mountain College, Blue Mountain .....	Lawrence T. Lowrey
Jackson State College, Jackson .....	Jacob L. Reddir
Millsaps College, Jackson .....	H. Ellis Finger, Jr.
Mississippi College, Clinton .....	R. A. McLemore

Mississippi Southern College, Hattiesburg	W. D. McCain
Mississippi State College, State College	Ben Hilbun
Mississippi State College for Women, Columbus	Charles P. Hogarth
Tougaloo Southern Christian College, Tougaloo	Samuel C. Kincheloe
University of Mississippi, University	John Davis Williams

## MISSOURI

Central College, Fayette	Ralph L. Woodward
College of St. Teresa, Kansas City	Sister Mary Alfred Noble
Culver-Stockton College, Canton	Fred Helsabeck
Drury College, Springfield	James Franklin Findlay
Fontbonne College, St. Louis	Sister Mary Marguerite Shueley
Lindenwood College, St. Charles	Franc L. McCluer
Maryville College, St. Louis	Mother Marjory Erskine
Missouri Valley College, Marshall	M. Earle Collins
Park College, Parkville	Robert E. Long
Rockhurst College, Kansas City	Maurice E. Van Ackeren
Saint Louis University, St. Louis	Paul C. Reinert
Tarkio College, Tarkio	Clyde H. Canfield
University of Kansas City, Kansas City	Richard M. Drake
University of Missouri, Columbia	Elmer Ellis
Washington University, St. Louis	Ethan A. H. Shepley
Webster College, Webster Groves	Sister Mariella Collins
Westminster College, Fulton	Robert L. Davidson
William Jewell College, Liberty	Walter Pope Binns

## MONTANA

Carroll College, Helena	Raymond G. Hunthausen
College of Great Falls, Great Falls	J. J. Donovan
Rocky Mountain College, Billings	Herbert W. Hines

## NEBRASKA

Creighton University, Omaha	Carl M. Reinert
Doane College, Crete	Donald M. Typer
Duchessne College, Omaha	Mother Edith McShane
Hastings College, Hastings	Theron B. Maxon
Midland College, Fremont	Paul W. Dieckman
Nebraska Wesleyan University, Lincoln	Vance D. Rogers
Union College, Lincoln	Harvey C. Hartman
University of Nebraska, Lincoln	Clifford M. Hardin
University of Omaha, Omaha	P. Milo Ball

## NEVADA

University of Nevada, Reno	William B. Wood, <i>Acting</i>
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## NEW HAMPSHIRE

Dartmouth College, Hanover	John S. Dickey
Mount St. Mary College, Hooksett	Sister M. Mauritia

Rivier College, Nashua	Sister Clarice de St. Marie
St. Anselm's College, Manchester	Gerald F. McCarthy
University of New Hampshire, Durham	Eldon L. Johnson

NEW JERSEY

Caldwell College for Women, Caldwell	Sister M. Marguerite
College of St. Elizabeth, Convent Station	Sister Hildegarda Marie
Douglass College (founded as New Jersey College for Women), Rutgers University, New Brunswick	Mary I. Bunting, <i>Dean</i>
Drew University, Madison	Fred G. Holloway
Fairleigh Dickinson University, Rutherford	Peter Sammartino
Georgian Court College, Lakewood	Mother Marie Anna
Newark College of Engineering, Newark	Robert W. Van Houten
Princeton University, Princeton	Robert F. Goheen
Rider College, Trenton	Franklin F. Moore
Rutgers The State University of N. J., New Brunswick	Lewis Webster Jones
St. Peter's College, Jersey City	James J. Shanahan
Seton Hall University, South Orange	John L. McNulty
Stevens Institute of Technology, Hoboken	Jess H. Davis
Upsala College, East Orange	Evald B. Lawson

NEW MEXICO

University of New Mexico, Albuquerque	Thomas L. Popejoy
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NEW YORK

Adelphi College, Garden City	Paul D. Eddy
Alfred University, Alfred	M. Ellis Drake
Bard College, Annandale-on-Hudson	James H. Case, Jr.
Barnard College, Columbia University, New York	Millicent Carey Mcintosh
Bellarmino College, Plattsburg	William Gleason
Brooklyn College, Brooklyn	Harry David Gideonse
Canisius College, Buffalo	Philip E. Dobson
City College of the City of New York, New York	Buell G. Gallagher
Clarkson College of Technology, Potsdam	William G. Van Note
Colgate University, Hamilton	Everett Needham Case
College of Mount St. Vincent, New York	Sister Catharine Marie
College of New Rochelle, New Rochelle	Mother Mary Peter Carthy
College of St. Rose, Albany	Sister Catherine Francis
Columbia University, New York	Grayson L. Kirk
Cornell University, Ithaca	Deane W. Malott
D'Youville College, Buffalo	Sister Regina Marie
Elmira College, Elmira	John Ralph Murray
Fordham University, New York	Laurence J. McGinley
Good Counsel College, White Plains	Mother Mary Dolores
Hamilton College, Clinton	Robert W. McEwen
Hartwick College, Oneonta	M. A. F. Ritchie

Hobart and William Smith Colleges, Geneva	Louis M. Hirschson
Hofstra College, Hempstead	John C. Adams
Houghton College, Houghton	Stephen W. Paine
Hunter College of the City of New York, New York	George N. Shuster
Iona College, New Rochelle	William H. Barnes
Ithaca College, Ithaca	Howard I. Dillingham
Keuka College, Keuka Park	Katherine G. Blyley
Le Moyne College, Syracuse	Robert F. Grewen
Manhattan College, New York	Brother Augustine Philip
Manhattanville College of the Sacred Heart, Purchase	Mother Eleanor M. O'Byrne
Marymount College, Tarrytown	Mother M. du Sacré Coeur
Nazareth College, Rochester	Mother M. Helene
New York University, New York	Carroll V. Newsom
Niagara University, Niagara Falls	Vincent T. Swords
Notre Dame College of Staten Island, Grymes Hill	Mother Saint Egbert, <i>Dean</i>
Pace College, New York	Robert S. Pace
Polytechnic Institute of Brooklyn, Brooklyn	Ernst Weber
Pratt Institute, Brooklyn	Robert F. Oxnam
Queens College of the City of New York, Flushing	John J. Theobald
Rosary Hill College, Buffalo	Sister M. Angela
Russell Sage College, Troy	Lewis A. Froman
St. Bonaventure University, St. Bonaventure	Brian Lhota
St. Francis College, Brooklyn	Brother Jerome
St. John's University, Brooklyn	John A. Flynn
St. Joseph's College for Women, Brooklyn, Sister M. Vincent Therese Tuohy	
St. Lawrence University, Canton	Eugene G. Bewkes
Sarah Lawrence College, Bronxville	Harold Taylor
School of General Studies, Columbia University, New York	Louis M. Hacker, <i>Dean</i>
Siena College, Loudonville	Edmund Christy
Skidmore College, Saratoga Springs	Val H. Wilson
State University of New York, Albany	William S. Carlson
Syracuse University, Syracuse	William P. Tolley
Union College, Schenectady	Carter Davidson
United States Military Academy, West Point	Garrison H. Davidson
University of Buffalo, Buffalo	Clifford C. Furnas
University of Rochester, Rochester	C. W. deKiewiet
Vassar College, Poughkeepsie	Sarah G. Blanding
Wagner College, Staten Island	David M. Delo
Wells College, Aurora	Loris J. Long
Yeshiva University, New York	Samuel Belkin

## NORTH CAROLINA

Agricultural and Technical College, Greensboro	Warmoth T. Gibbs
Atlantic Christian College, Wilson	Arthur D. Wenger



Belmont Abbey College, Belmont	Cuthbert E. Allen
Bennett College, Greensboro	Willis B. Player
Catawba College, Salisbury	Alvin Robert Keppel
Davidson College, Davidson	C. J. Pietsenpol, <i>Acting</i>
Duke University, Durham	A. Hollis Edens
East Carolina College, Greenville	John D. Messick
Elon College, Elon College	J. E. Danieleley
Flora Macdonald College, Red Springs	Marshall Scott Woodson
Greensboro College, Greensboro	Harold H. Hutson
Guilford College, Guilford	Clyde A. Milner
High Point College, High Point	Dennis H. Cooke
Johnson C. Smith University, Charlotte	Rufus P. Perry
Lenoir Rhyne College, Hickory	Voigt R. Cromer
Livingstone College, Salisbury	J. H. Brockett, Jr., <i>Acting</i>
Meredith College, Raleigh	Carlyle Campbell
North Carolina College at Durham, Durham	Alfonso Elder
Pembroke State College, Pembroke	Walter J. Gale
Queens College, Charlotte	Edwin R. Walker
St. Augustine's College, Raleigh	James A. Boyer
Salem College, Winston-Salem	Dale H. Gramley
Shaw University, Raleigh	William R. Strassner
University of North Carolina, Chapel Hill	William C. Friday
Wake Forest College, Winston-Salem	Harold W. Tribble
Woman's College, University of North Carolina, Greensboro	Gordon W. Blackwell

#### NORTH DAKOTA

Jamestown College, Jamestown	Edwin H. Rian
University of North Dakota, Grand Forks	George W. Starcher

#### OHIO

Antioch College, Yellow Springs	Samuel B. Gould
Ashland College, Ashland	Glenn L. Clayton
Baldwin-Wallace College, Berea	A. B. Bonds, Jr.
Bluffton College, Bluffton	Lloyd L. Ramseyer
Bowling Green State University, Bowling Green	Ralph W. McDonald
Capital University, Columbus	Harold L. Yochum
Case Institute of Technology, Cleveland	T. Keith Glennan
Central State College, Wilberforce	Charles H. Wesley
College of Mount St. Joseph, Mount St. Joseph	Sister Maria Corona, <i>Dean</i>
College of St. Mary of the Springs, Columbus	Sister M. Angelita
College of Wooster, Wooster	Howard F. Lowry
Defiance College, Defiance	Kevin C. McCann
Denison University, Granville	A. Blair Knapp
Fenn College, Cleveland	G. Brooks Earnest
Findlay College, Findlay	H. Clifford Fox
Heidelberg College, Tiffin	W. Terry Wickham

Hiram College, Hiram	Paul F. Sharp
John Carroll University, Cleveland	Hugh E. Dunn
Kent State University, Kent	George A. Bowman
Kenyon College, Gambier	F. Edward Lund
Lake Erie College, Painesville	Paul Weaver
Marietta College, Marietta	W. Bay Irvine
Mary Manse College, Toledo	Sister John Baptist Macelwane
Miami University, Oxford	John D. Millett
Mount Union College, Alliance	Carl C. Bracy
Muskingum College, New Concord	Robert N. Montgomery
Notre Dame College, South Euclid	Sister Mary Loyola
Oberlin College, Oberlin	William E. Stevenson
Ohio Northern University, Ada	F. Bringle McIntosh
Ohio State University, Columbus	Novice G. Fawcett
Ohio Wesleyan University, Delaware	Arthur S. Flemming
Otterbein College, Westerville	J. Gordon Howard
Our Lady of Cincinnati College, Cincinnati	Sister Mary Grace
University of Akron, Akron	Norman P. Auburn
University of Cincinnati, Cincinnati	Walter C. Langsam
University of Dayton, Dayton	Andrew L. Seebold
University of Toledo, Toledo	Ann S. Knowles
Ursuline College, Cleveland	Mother Marie
Western College for Women, Oxford	Herrick B. Young
Western Reserve University, Cleveland	John S. Millis
Wilberforce University, Wilberforce	Rembert E. Stokes
Wilmington College, Wilmington	Samuel D. Marble
Wittenberg College, Springfield	Clarence C. Stoughton
Xavier University, Cincinnati	Paul L. O'Connor
Youngstown University, Youngstown	Howard W. Jones

## OKLAHOMA

Bethany-Nazarene College, Bethany	Roy H. Cantrell
Langston University, Langston	G. L. Harrison
Oklahoma State University of Agriculture and Applied Science, Stillwater	Oliver S. Willham
Oklahoma Baptist University, Shawnee	John W. Raley
Oklahoma City University, Oklahoma City	Jack Stauffer Wilkes
Phillips University, Enid	Eugene S. Briggs
University of Oklahoma, Norman	George L. Cross
University of Tulsa, Tulsa	C. I. Pontius

## OREGON

Cascade College, Portland	Edison Habegger
Lewis and Clark College, Portland	Morgan S. Odell
Linfield College, McMinnville	Harry L. Dillin
Marylhurst College, Marylhurst	Sister Consuela Maria
Mount Angel Women's College, Mount Angel	Mother Mary Gemma

Pacific University, Forest Grove	Charles J. Armstrong
Reed College, Portland	Richard H. Sullivan
University of Oregon, Eugene	O. Meredith Wilson
University of Portland, Portland	Howard J. Kenna
Willamette University, Salem	G. Herbert Smith

PENNSYLVANIA

Albright College, Reading	Harry V. Masters
Allegheny College, Meadville	Lawrence L. Pelletier
Alliance College, Cambridge Springs	Arthur P. Coleman
Beaver College, Jenkintown	Raymon M. Kistler
Bucknell University, Lewisburg	Merle M. Odgers
Carnegie Institute of Technology, Pittsburgh	J. C. Warner
Cedar Crest College, Allentown	Dale H. Moore
Chatham College, Pittsburgh	Paul R. Anderson
Chestnut Hill College, Philadelphia	Sister Catharine Frances
College Misericordia, Dallas	Sister Mary Celestine McHale
Dickinson College, Carlisle	William W. Edel
Drexel Institute of Technology, Philadelphia	James Creese
Duquesne University, Pittsburgh	Vernon F. Gallagher
Eastern Baptist College, St. Davids	Gilbert L. Guffin
Elizabethtown College, Elizabethtown	A. C. Baugher
Franklin and Marshall College, Lancaster	Frederick D. Bolman
Gannon College, Erie	Wilfrid J. Nash
Geneva College, Beaver Falls	Edwin C. Clarke
Gettysburg College, Gettysburg	Willard S. Paul
Grove City College, Grove City	John S. Harker
Haverford College, Haverford	Hugh Borton
Immaculata College, Immaculata	Sister Mary of Lourdes
Juniata College, Huntingdon	Calvert N. Ellis
King's College, Wilkes-Barre	George P. Benaglia
Lafayette College, Easton	Guy E. Snavely
LaSalle College, Philadelphia	Brother E. Stanislaus
Lebanon Valley College, Annville	Frederic K. Miller
Lehigh University, Bethlehem	Martin D. Whitaker
Lincoln University, Lincoln University	A. G. Grubb, <i>Acting</i>
Lycoming College, Williamsport	D. Frederick Werts
Marywood College, Scranton	Sister M. Eugenia
Mercyhurst College, Erie	Mother M. Eustace Taylor
Moravian College, Bethlehem	Raymond S. Hauptert
Mount Mercy College, Pittsburgh	Mother Margaret Mary
Muhlenberg College, Allentown	J. Conrad Seegers
Pennsylvania Military College, Chester	E. E. MacMorland
Pennsylvania State University, University Park	Eric A. Walker
Rosemont College, Rosemont	Mother Mary Aidan
St. Francis College, Loretto	Kevin R. Keelan
Saint Joseph's College, Philadelphia	J. Joseph Bluett

St. Vincent College, Latrobe .....	Quentin L. Schaut
Seton Hill College, Greensburg .....	William G. Ryan
Susquehanna University, Selinsgrove .....	G. Morris Smith
Swarthmore College, Swarthmore .....	Courtney C. Smith
Temple University, Philadelphia .....	Robert L. Johnson
Thiel College, Greenville .....	Fredric B. Irvin
University of Pennsylvania, Philadelphia .....	Gaylord P. Harnwell
University of Pittsburgh, Pittsburgh .....	Edward H. Litchfield
University of Scranton, Scranton .....	John J. Long
Ursinus College, Collegeville .....	Norman E. McClure
Villa Maria College, Erie .....	Sister Doloretta
Villanova University, Villanova .....	James A. Donnellon
Washington and Jefferson College, Washington .....	Boyd C. Patterson
Waynesburg College, Waynesburg .....	Paul R. Stewart
Westminster College, New Wilmington .....	Will W. Orr
Wilkes College, Wilkes-Barre .....	Eugene S. Farley
Wilson College, Chambersburg .....	Paul Swain Havens

## PUERTO RICO

Catholic University of Puerto Rico, Ponce .....	Thomas A. Stanley
College of the Sacred Heart, Santurce .....	Mother Rosa Aurora Arsuaga
Inter American University of Puerto Rico, San Germán .....	Ronald C. Bauer
University of Puerto Rico, Rio Piedras .....	Jaime Benites

## RHODE ISLAND

Brown University, Providence .....	Barnaby C. Keeney
Pembroke College, Brown University, Providence .....	Nancy Duke Lewis, <i>Dean</i>
Providence College, Providence .....	Robert J. Slavin
Rhode Island School of Design, Providence .....	John R. Frazier
Salve Regina College, Newport .....	Mother Mary Hilda
University of Rhode Island, Kingston .....	Carl R. Woodward

## SOUTH CAROLINA

Allen University, Columbia .....	Frank R. Veal
Benedict College, Columbia .....	J. A. Bacoats
Clafin University, Orangeburg .....	H. V. Manning
Clemson Agricultural College, Clemson .....	Robert F. Poole
Coker College, Hartsville .....	John A. Barry, Jr.
College of Charleston, Charleston .....	George D. Gries
Columbia College, Columbia .....	R. Wright Spears
Converse College, Spartanburg .....	Oliver C. Carmichael, Jr.
Erskine College, Due West .....	J. Mauldin Lesesne
Furman University, Greenville .....	John L. Plyler
Lander College, Greenwood .....	B. M. Grier
Limestone College, Gaffney .....	Andrew J. Eastwood
Newberry College, Newberry .....	C. A. Kaufmann

Presbyterian College, Clinton	Marshall W. Brown
South Carolina State College, Orangeburg	B. C. Turner
The Citadel, Charleston	Mark W. Clark
University of South Carolina, Columbia	Donald Russell
Winthrop College, Rock Hill	Henry R. Sims
Wofford College, Spartanburg	Philip Covington, Acting

#### SOUTH DAKOTA

Augustana College, Sioux Falls	Lawrence M. Stavig
Dakota Wesleyan University, Mitchell	Matthew D. Smith
Huron College, Huron	Daniel E. Kerr
Yankton College, Yankton	Adrian Rondileau

#### TENNESSEE

Austin Peay State College, Clarksville	Halbert Harvill
Bethel College, McKenzie	Roy N. Baker
Carson-Newman College, Jefferson City	D. Harley Fite
David Lipscomb College, Nashville	Athens Clay Pullias
Fisk University, Nashville	Stephen J. Wright
King College, Bristol	B. T. L. Liston
Knoxville College, Knoxville	James A. Colston
Lambuth College, Jackson	Luther L. Gobbel
Lane College, Jackson	C. A. Kirkendoll
LeMoyne College, Memphis	Hollis F. Price
Lincoln Memorial University, Harrogate	Robert L. Kincaid
Maryville College, Maryville	Ralph W. Lloyd
Memphis State University, Memphis	J. M. Smith
Milligan College, Milligan College	Dean E. Walker
Scarritt College, Nashville	Foye G. Gibson
Siena College, Memphis	Sister Clarita
Southern Missionary College, Collegedale	T. W. Walters
Southwestern at Memphis, Memphis	Peyton N. Rhodes
Tusculum College, Greeneville	Raymond C. Rankin
Union University, Jackson	Warren F. Jones
University of Chattanooga, Chattanooga	David A. Lockmiller
University of the South, Sewanee	Edward McCrady, Jr.
University of Tennessee, Knoxville	C. E. Brehm
Vanderbilt University, Nashville	B. Harvie Branscomb

#### TEXAS

Abilene Christian College, Abilene	Don H. Morris
Austin College, Sherman	John D. Moseley
Baylor University, Waco	W. R. White
Bishop College, Marshall	M. K. Curry, Jr.
East Texas Baptist College, Marshall	H. D. Bruce
Hardin-Simmons University, Abilene	Evan A. Reiff

Howard Payne College, Brownwood	Guy D. Newman
Huston-Tillotson College, Austin	John J. Seabrook
Incarinate Word College, San Antonio	Sister M. Columkille
Lamar State College of Technology, Beaumont	F. L. McDonald
Mary Hardin-Baylor College, Belton	Arthur K. Tyson
McMurry College, Abilene	Harold G. Cooke
Midwestern University, Wichita Falls	Travis A. White
Our Lady of the Lake College, San Antonio	John LaSalle McMahon
Pan American College, Edinburg	R. P. Ward
Rice Institute, Houston	William V. Houston
St. Edward's University, Austin	Raymond Fleck
St. Mary's University, San Antonio	Walter J. Buehler
Southern Methodist University, Dallas	Willis M. Tate
Southwestern University, Georgetown	William C. Finch
Sul Ross State College, Alpine	Bryan Wildenthal
Texas Christian University, Fort Worth	M. E. Sadler
Texas College, Tyler	D. R. Glass
Texas College of Arts and Industries, Kingsville	Ernest H. Poteet
Texas Lutheran College, Seguin	Edward A. Sagebiel
Texas Southern University, Houston	Samuel M. Nabrit
Texas Technological College, Lubbock	E. N. Jones
Texas Wesleyan College, Fort Worth	Law Sone
Texas Western College, El Paso	Dysart Edgar Holcomb
Texas Woman's University, Denton	John A. Guinn
Trinity University, San Antonio	James W. Laurie
University of Houston, Houston	Clanton W. Williams
University of St. Thomas, Houston	V. J. Guinan
University of Texas, Austin	Logan Wilson
Wiley College, Marshall	J. S. Scott

## UTAH

Brigham Young University, Provo	Ernest L. Wilkinson
College of St. Mary-of-the-Wasatch, Salt Lake City	Sister Marie de Lourdes
University of Utah, Salt Lake City	A. Ray Olpin
Utah State University of Agriculture and Applied Science, Logan	Daryl Chase
Westminster College, Salt Lake City	Frank E. Duddy, Jr.

## VERMONT

Bennington College, Bennington	William C. Fels
Middlebury College, Middlebury	Samuel S. Stratton
Norwich University, Northfield	Ernest N. Harmon
St. Michael's College, Wincooski	Francis E. Moriarty
Trinity College, Burlington	Mother M. Emmanuel

## VIRGINIA

Bridgewater College, Bridgewater	Warren D. Bowman
College of William and Mary, Williamsburg	Alvin Duke Chandler



Emory and Henry College, Emory	Earl G. Hunt, Jr.
Hampden-Sydney College, Hampden-Sydney	Joseph C. Robert
Hampton Institute, Hampton	Alonzo G. Moron
Hollins College, Hollins College	John R. Everett
Longwood College, Farmville	Francis G. Lankford, Jr.
Lynchburg College, Lynchburg	Orville W. Wake
Madison College, Harrisonburg	G. Tyler Miller
Mary Baldwin College, Staunton	Samuel R. Spencer
Mary Washington College, Fredericksburg	Grellet C. Simpson
Radford College, Radford	Charles K. Martin, Jr.
Randolph-Macon College, Ashland	J. Earl Moreland
Randolph-Macon Woman's College, Lynchburg	William F. Quillian, Jr.
Roanoke College, Salem	H. Sherman Oberly
Sweet Briar College, Sweet Briar	Anne Gary Pannell
University of Richmond, Richmond	George M. Modlin
University of Virginia, Charlottesville	Colgate W. Darden, Jr.
Virginia Military Institute, Lexington	William H. Milton, Jr.
Virginia Polytechnic Institute, Blacksburg	Walter S. Newman
Virginia State College, Petersburg	Robert P. Daniel
Virginia Union University, Richmond	Samuel D. Proctor
Washington and Lee University, Lexington	Francis P. Gaines

WASHINGTON

College of Puget Sound, Tacoma	R. Franklin Thompson
Gonzaga University, Spokane	Edmund W. Morton
Holy Names College, Spokane	Sister Marian Raphael
Pacific Lutheran College, Parkland	S. C. Eastvold
St. Martin's College, Olympia	Damian Glenn
Seattle Pacific College, Seattle	C. Hoyt Watson
Seattle University, Seattle	Albert A. Lemieux
University of Washington, Seattle	Henry Schmitz
Walla Walla College, College Place	P. W. Christian
Whitman College, Walla Walla	Chester C. Maxey
Whitworth College, Spokane	Frank F. Warren

WEST VIRGINIA

Bethany College, Bethany	Perry E. Gresham
Davis and Elkins College, Elkins	David K. Allen
Fairmont State College, Fairmont	John W. Pence
Marshall College, Huntington	Stewart H. Smith
Salem College, Salem	K. Duane Hurley
Shepherd College, Shepherdstown	Oliver S. Ikenberry
West Virginia State College, Institute	William J. L. Wallace
West Virginia University, Morgantown	Irvin Stewart
West Virginia Wesleyan College, Buckhannon	Stanley H. Martin

## WISCONSIN

Alverno College, Milwaukee	Sister M. Augustine
Beloit College, Beloit	Miller Upton
Cardinal Stritch College, Milwaukee	Sister Mary Aquin
Carroll College, Waukesha	Robert D. Steele
Lawrence College, Appleton	Douglas M. Knight
Marquette University, Milwaukee	Edward J. O'Donnell
Milton College, Milton	Percy L. Dunn
Milwaukee-Downer College, Milwaukee	John B. Johnson, Jr.
Mount Mary College, Milwaukee	Sister M. John Francis
Northland College, Ashland	Gus Turbeville
Ripon College, Ripon	Fred O. Pinkham
St. Norbert College, West De Pere	Dennis M. Burke
University of Wisconsin, Madison	Mark H. Ingraham, <i>Dean</i>
Viterbo College, La Crosse	Sister M. Francesca

## WYOMING

University of Wyoming, Laramie	G. D. Humphrey
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## EGYPT

American University at Cairo	Raymond F. McLain
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## LEBANON

American University of Beirut	John Paul Leonard
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## TURKEY

Robert College, Istanbul	Duncan S. Ballantine
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## HONORARY MEMBERS

American Association for the Advancement of Science  
 American Association of University Professors  
 American Association of University Women  
 American Council of Learned Societies  
 American Council on Education  
 Carnegie Corporation of New York  
 Carnegie Foundation for the Advancement of Teaching  
 General Education Board  
 Institute of International Education  
 Jesuit Educational Association  
 National Catholic Educational Association  
 National Council of the Churches of Christ in the U. S. A.  
 New York State Department of Higher Education  
 Social Science Research Council  
 United Board for Christian Higher Education in Asia  
 United Chapters of Phi Beta Kappa  
 United States Office of Education

## **CONSTITUTION OF THE ASSOCIATION OF AMERICAN COLLEGES, INCORPORATED**

### **ARTICLE I**

#### **PURPOSE**

The purpose of the Association shall be the promotion of higher education in all its forms in the colleges of liberal arts and sciences which shall become members of this Association, and the prosecution of such plans as may make more efficient the institutions included in its membership.

### **ARTICLE II**

The name of this Association shall be the "Association of American Colleges, Incorporated."

### **ARTICLE III**

#### **MEMBERSHIP**

SECTION 1. The membership of the Association shall be composed of such colleges of liberal arts and sciences and universities having colleges of liberal arts and sciences, whether located within the territorial jurisdiction of the United States of America or incorporated under American law, as may have been elected to membership by the Association on the recommendation of the Board of Directors.

SECTION 2. Church boards of education, learned societies, philanthropic foundations and other national or regional organizations concerned with higher education may be elected to honorary membership by the Association on the recommendation of the Board of Directors.

### **ARTICLE IV**

#### **REPRESENTATION**

Every institution recognized as a member of this Association shall be entitled to representation in each meeting of the Association by an accredited representative. Other members of the faculty or board of trustees of any institution belonging to this Association, the officers of church boards cooperating with such an institution and the representatives of foundations and other cooperating agencies, shall be entitled to all the privileges of representatives except the right to vote. Each institution recognized as a member of the Association shall be entitled to one vote on any question before the Association, the vote to be cast by its accredited representative.

## ARTICLE V

## OFFICERS

SECTION 1. The Association shall elect from its membership the following:

1. President
2. Vice President
3. Executive Director
4. Treasurer

SECTION 2. The Executive Director shall be the executive officer of the Association and shall serve until his successor is duly elected. The other officers shall serve for one year or until their successors are duly elected. Election of officers shall be by ballot.

SECTION 3. The duties of the respective officers shall be those usually connected with said offices.

## ARTICLE VI

## BOARD OF DIRECTORS

SECTION 1. The Board of Directors shall consist of the officers of the Association during their respective terms of office, the retiring president during the year immediately following his term of office and four other directors elected by ballot by the Association. In the first election of directors after the adoption of this article, one director shall be elected for four years, one for three years, one for two years and one for one year. Thereafter one director shall be elected each year for a term of four years. If any director who is not an officer of the Association be elected an officer before the expiry of his term of four years, the unexpired portion of his term shall be filled by the election of a director to replace him. No director who has served for more than one year shall be eligible for re-election except as an officer of the Association until after the lapse of one year from the expiry of his most recent term of service.

SECTION 2. The President of the Association shall be *ex officio* chairman of the Board of Directors.

SECTION 3. Except as provided by statute and as directed by the members of the Association, and subject to the Constitution and By-Laws, the Board of Directors shall have power to manage, operate and direct the affairs of the Association and fill all vacancies.

SECTION 4. The Board of Directors may on the recommendation of the Executive Director appoint an associate director and such other assistants as they consider necessary for the effective conduct of the affairs of the Association. The Associate Director shall act, as occasion may arise, as alternate to the Executive Director and shall be entitled to take part in meetings of the Board of Directors without having the right to vote.

## ARTICLE VII

### QUORUM

Representatives of twenty-five members of the Association shall be necessary to form a quorum for the transaction of business.

## ARTICLE VIII

### BY-LAWS

The Association may enact By-Laws for its own government, not inconsistent with the provisions hereof and the certificate of incorporation.

## ARTICLE IX

### AMENDMENTS

Amendments to the foregoing Constitution may be offered at any regular annual meeting, and shall be in writing, signed by the mover and two seconders. They shall then lie on the table until the next annual meeting, and shall require for their adoption the affirmative vote of two thirds of the members then present.

## BY-LAWS

1. Applications for membership shall be made to the Board of Directors, which shall, after investigation of the standing of the institution, recommend to the Association.

2. The annual dues shall be one hundred dollars (\$100.00) per member. Non-payment of dues for two successive years shall cause forfeiture of membership.

3. At least one meeting of the Association shall be held in the month of January of each calendar year. Special meetings may be called by the Board of Directors, provided that four-weeks' notice in writing be given each institution connected with the Association.

4. The place of the annual meeting of the Association shall be determined each year by the Board of Directors.

5. All expenditure of funds of the Association shall be authorized by resolution of the Association, or subject to later approval by the Association, by the Board of Directors.

6. The President shall appoint a Committee on Resolutions at the beginning of each annual meeting, to which shall be referred for consideration and recommendation all special resolutions offered by members of the Association.

7. There shall be within the Association a permanent commission to be known as the "Commission on Christian Higher Education." This Commission shall have such autonomy as may be necessary in order to represent the interests of church-related colleges in general and to carry on a program of promoting spiritual values in higher education. The Commission is to operate under rules mutually agreed to by the Commission and the Board of Directors.

8. The Executive Director shall mail three copies of the official BULLETIN to all institutions which are members of the Association. Additional copies, either for the institution or for any officer or faculty member, may be had at a special rate.

9. These By-Laws may be amended at any business session of the Association by two thirds vote, provided that notice of the proposed amendment has been presented at a previous session.

#### POLICY

In accordance with the action of the Association, the working policy of the Association is a policy of *inclusiveness and inter-helpfulness rather than of exclusiveness.*



## FORMER PRESIDENTS

- 1915 President Robert L. Kelly,\* Earlham College; *Constitution adopted*
- 1915-16 President Robert L. Kelly,\* Earlham College
- 1916-17 President Henry Churchill King,\* Oberlin College
- 1917-18 President John S. Nollen,\* Lake Forest College
- President Hill M. Bell,\* Drake University, *Vice President, presiding*
- 1918-19 President Donald J. Cowling, Carleton College
- 1919-20 President William A. Shanklin,\* Wesleyan University
- 1920-21 President Frederick C. Ferry,\* Hamilton College
- 1921-22 President Clark W. Chamberlain,\* Denison University
- 1922-23 President Charles A. Richmond,\* Union College
- President Samuel Plantz,\* Lawrence College, *Vice President, presiding*
- 1923-24 President Harry M. Gage, Coe College
- 1924-25 Chancellor J. H. Kirkland,\* Vanderbilt University
- 1925-26 President Frank Aydelotte,\* Swarthmore College
- 1926-27 Dean John R. Effinger,\* University of Michigan
- 1927-28 President Lucia R. Briggs, Milwaukee-Downer College
- 1928-29 President Trevor Arnett,\* General Education Board
- 1929-30 President Guy E. Snavely, Birmingham-Southern College
- 1930-31 Dean Luther P. Eisenhart, Princeton University
- 1931-32 President Ernest H. Wilkins, Oberlin College
- 1932-33 President Irving Maurer,\* Beloit College
- 1933-34 President Edmund D. Soper, Ohio Wesleyan University
- 1934-35 President William Mather Lewis,\* Lafayette College
- 1935-36 President Henry M. Wriston, Lawrence College
- 1936-37 President James R. McCain, Agnes Scott College
- 1937-38 President James L. McConaughy,\* Wesleyan University
- 1938-39 President John L. Seaton, Albion College
- 1939-40 President Meta Glass, Sweet Briar College
- 1940-41 President Edward V. Stanford, Villanova College
- 1941-42 President Remsen D. Bird, Occidental College
- 1942-43 President Charles E. Diehl, Southwestern at Memphis
- 1943-44 Chancellor William P. Tolley, Syracuse University
- 1944-45 President Francis P. Gaines, Washington and Lee University
- 1945-46 President James P. Baxter, III, Williams College
- 1946-47 President Charles J. Turck, Macalester College
- 1947-48 President Mildred McAfee Horton, Wellesley College
- 1948-49 President Kenneth I. Brown, Denison University
- 1949-50 President Vincent J. Flynn,\* College of St. Thomas
- 1950-51 President Daniel L. Marsh, Boston University
- 1951-52 Vice Chancellor LeRoy E. Kimball, New York University
- 1952-53 President M. E. Sadler, Texas Christian University
- 1953-54 President John R. Cunningham, Davidson College
- 1954-55 Chancellor R. H. Fitzgerald, University of Pittsburgh
- 1955-56 President Joseph R. N. Maxwell, Boston College
- 1956-57 President Arthur G. Coons, Occidental College
- 1957-58 President J. Ollie Edmunds, Stetson University

\* Deceased.

## EDITORIAL NOTES

**OF THE 40,000 FOREIGN STUDENTS** now studying at American colleges and universities, some 2000 are resident in the District of Columbia or the adjacent areas of Maryland and Virginia and many hundreds of others visit Washington during their sojourn in this country. If we are right in believing that, when a student goes abroad for study, an essential part of his educational experience is to acquire a sympathetic understanding of the country he is visiting, our student guests should surely be encouraged to see something of the capital and the business of government that is carried on there. Although Washington is a hospitable city, there were until lately no systematic arrangements such as exist in other large cities for helping foreign students at local institutions to find their feet as members of the community and offering students from further afield guidance in making the most of a brief visit. Now however a group of citizens, acting independently of any official organization, has established the Foreign Student Service Council of Greater Washington to take care of these needs. The council is a self-governing, non-profit organization supported entirely by voluntary contributions and volunteer effort. It maintains an office at which foreign students are welcomed and to which foreign student advisers throughout the country are invited to apply for assistance if they are planning tours that will take their students to Washington. In addition to providing students with general information about the capital, helping them to find hotel accommodation, arranging hospitality for them in private homes and putting them in touch with people who share their interests, the council arranges conducted tours of the principal points of cultural, historical and political significance. For the Easter vacation period, for example—from 28 March through 13 April—the council has planned a special holiday program including architectural tours, science tours, library tours and Lincoln tours. Further information about this program and the council's activities in general may be obtained from Hugh M. Jenkins, Director, Foreign Student Service Council of Greater Washington, 1722 "H" Street, N.W., Washington 6, D. C., telephone: DIstrict 7-2620.

**THE SOUTHERN REGIONAL EDUCATION BOARD** is conducting, in cooperation with the University of Maryland, a pilot study of college teacher recruitment and retention problems. The project is part of the board's university studies program financed by a grant from the Carnegie Corporation of New York and is being carried out by Dr. John Gustad, Professor of Psychology at the University of Maryland. As a first step, Dr. Gustad is sampling the opinions of teachers of English, chemistry and psychology in southern colleges and universities to find out what they feel is rewarding about their careers and what they think needs to be done to make college teaching a more attractive career.

**SECONDARY SCHOOLS** are often asked about the numbers of students they send on to college, but it is difficult for them to obtain complete statistics without the help of the colleges and universities. Some institutions of higher learning make a practice of having each freshman fill out at the time of registration a card which is then mailed to the high school from which he graduated. Many high school administrators would like to see this helpful practice become general, and we have been asked to commend it to the sympathetic consideration of our members.

**E. I. DUPONT DE NEMOURS AND COMPANY** have announced grants totaling nearly \$1,150,000 for the academic year 1958-59 under their annual program of aid to education. The grants will go to 135 colleges and universities to support research and teaching in mathematics, science engineering, and, for the first time, medicine. More than half of the total program is devoted to the strengthening of teaching in these fields, including the provision of fellowships and scholarships for prospective high school teachers of science and mathematics.

**THE CENTER FOR THE STUDY OF HIGHER EDUCATION** at the University of Michigan has received a grant of \$400,000 from the Carnegie Corporation of New York to enable the center to strengthen its program of training for college administration. The center, which is under the direction of Algo D. Henderson, is a continuation of the program in higher education initiated by Dr. Henderson in 1950. The new grant will

make possible the provision of fellowships in college administration for the type of person who, having completed his normal academic study and made some beginning in college teaching or administration, has decided upon seeking an administrative career and recognizes the need for a broader philosophical foundation and a better knowledge of the principles and procedures of administration relating to higher education. Three to six fellowships will be awarded each year to give such persons the opportunity of participating in seminars on higher education, studying intensively some of the problems of college administration, gaining varied internship experience and drawing in other ways upon the resources of the university.

Some colleges or universities, having discovered a person of unusual aptitude for administration, may desire to recommend him for a fellowship on the assumption that after such experience he would return better prepared for service on their campus. Michigan Fellows in College Administration will be selected on the basis of outstanding qualifications for future educational leadership. Stipends will be calculated, subject to a reasonable maximum, to equal the salary of the individual plus some allowance for necessary travel expenses. The Carnegie grant will also provide a few fellowships, from \$500 to \$2500 each, to predoctoral students who are contributing to the research studies of the center.

The staff of the center participates in two experimental programs in preparing college teachers. One is a seminar on the teaching of dentistry; the other is an interdepartmental seminar designed to give teaching fellows in several academic departments an internship in teaching. Two courses on college teaching are also offered for the benefit of graduate students in the various academic fields. The Committee on College Relations, which includes two vice presidents and seven deans of the university, serves as the advisory committee of the Center for the Study of Higher Education.

**THE INSTITUTE ON COLLEGE AND UNIVERSITY ADMINISTRATION**, organized by the Center for the Study of Higher Education, will be held again this summer from 7 through 11 July. The themes for discussion and the resource leaders will include: curriculum administration, Frank R. Kille; institu-

tional self-studies, Floyd W. Reeves; developmental programs, Paul R. Franz, Jr. and Alan W. MacCarthy; administrative organization and efficiency, H. J. Heneman of Cresap, McCormick and Paget; trends in higher education affecting administration, Algo D. Henderson. Last July the enrolment, which was limited to sixty, included 23 presidents or persons from the president's office, 26 deans and 11 other persons, and came from 21 states.

**A** FOURTH OF A NATION by Paul Woodring is one of the most refreshing books written about education in the past decade or more. The author sets forth with objectivity what has been happening to American education since the turn of the century. He deals most fairly with the opposing points of view and presents for the reader the basic tenets of the extremes in American education. Then with courage and good sense he indicates what he thinks should be done if American education is to meet the challenge of these present times and the future. Not all will agree with him, but those who disagree will find it difficult to deny the soundness of the principles he enunciates or to escape the logic of the program which he projects. The book is "must" reading for anyone who is seriously interested in the future of American education. McGraw-Hill Book Company, 330 West 42nd Street, New York 36, New York—255 pages, \$4.50.

**G**ENERAL EDUCATION of the kind provided by the Basic College of Michigan State University is appreciated by the students—to judge by the results of a survey of the opinions of nearly 3,000 recent graduates. The courses given by the Basic College in natural science, social science, humanities and communication skills are obligatory for every undergraduate student at Michigan State, regardless of his choice of major, and they make up about a quarter of the academic work required for graduation. The survey, conducted by Dr. Paul L. Dressel, Director of Evaluation Services, and reported in the fall issue of the *Basic College Quarterly*, showed the graduates as approving the program by a vote of five to one and voting six to one for continuation of the basic courses as required rather than elective courses. This in spite of the fact that a majority thought the basic courses tended to be more difficult than their other

courses. A typical—and encouraging—comment was: "We need help in seeing the total universe, help in understanding of the other fellow and our environment. We are self-centered enough as it is."

**THE EVENING STAR** newspaper of Washington, D. C. has inaugurated a program of gifts to five universities in the District of Columbia for the financing of faculty research projects. Gifts of \$2,500 each to American, Catholic, Georgetown, George Washington and Howard Universities for the academic year 1957-58 are intended as the forerunners of annual grants for the same purpose. Each university will be expected to choose yearly a member of its faculty to receive *Star* funds for a special project of research in his particular field of interest. The program was devised by the newspaper in consultation with the universities as a means of encouraging talented scholars to enter and remain in college teaching.

**A STUDY OF THE RETIREMENT AND INSURANCE PLANS** in effect in colleges and universities has been undertaken by the Teachers Insurance and Annuity Association. The study will cover in detail provisions and benefits of retirement plans, group life insurance, basic hospital-surgical-medical insurance, major medical expense plans and disability income arrangements for faculty and other college employees. Material describing these plans has been requested from over 1300 public and private institutions of higher education in the U.S.A. and Canada. Dr. Francis P. King, research officer of TIAA, is in charge of the project, which will replace a previous study of college retirement and insurance plans made by TIAA in 1948. The results of the study and analysis of staff benefits will be made available in book form late in 1958 as a guide to college officials and faculty members in college benefit planning.

**THE MAXWELL GRADUATE SCHOOL** of Syracuse University is undertaking an experiment in the new field of "overseasanship." As a result of eighteen months of research into the problems of "dungaree and grey-flannel diplomacy" as reported in "The Art of Overseasanship," recently published by the university press, the school will provide in the coming academic year an intensive training program at a scholarly level



for a limited group of students in the areas of American overseas operations, public and private, the Soviet challenge, cultural patterns and social change, problems of economic development and the American heritage at home and abroad. Complete information and application forms may be obtained from: Dr. Gerald J. Mangone, The Maxwell Graduate School, Syracuse University, Syracuse 10, New York.

**THE UNIVERSITY OF GUANAJUATO** invites applications from United States students for admission to its third annual summer session, running from 1 July through 16 August 1958. The courses offered, some of which will be conducted in English, include Spanish language, Latin American literature, Mexican history and folklore and the fine arts. Catalogues are available from: Professor Horacio Lopez Suarez, Secretary of the Summer School, Universidad de Guanajuato, Guanajuato, Gto., Mexico.

**RESOURCES FOR THE FUTURE** still has a limited number of copies of "The Nation Looks at its Resources," the report of the Mid-Century Conference of December 1953, and informs us that while the supply lasts it will be glad to send a copy without charge to any member of the Association that requests it. Since publication in the fall of 1954 the 430-page book has been selling for \$5.00. Colleges that do not already have a copy of this report in their libraries may be interested in getting one. It consists largely of selected portions of the verbatim record of the conference. The 1,600 persons who attended represented a wide cross-section of opinion and experience in the various resource fields. Like the conference itself, the report is organized into eight sections:

- I. Competing Demands for the Use of Land
- II. Utilization and Development of Land Resources
- III. Water Resource Problems
- IV. Domestic Problems of Nonfuel Minerals
- V. Energy Resource Problems
- VI. U. S. Concern with World Resources
- VII. Problems in Resources Research
- VIII. Patterns of Cooperation

Requests should be addressed to Henry Jarrett, Editor, Resources for the Future, Inc., 1145 Nineteenth Street, N.W., Washington 6, D.C.

### AMONG THE COLLEGES

**A**TLANTA UNIVERSITY has been awarded a grant of \$600 from the Association of College and Research Libraries for the acquisition of *The New York Times* on microfilm for the years 1949-53. The library is one of the 87 college libraries to receive a grant from a \$30,000 fund contributed for 1957-58 by the United States Steel Foundation, *The New York Times* (whose donation of \$5,000 is specifically earmarked for the purchase of back files of the *Times* on microfilm), and Remington Rand, Inc.

Mr. and Mrs. Chauncey L. Waddell of New York donated \$15,000 to be used for the purpose of a collection of contemporary art. This is the second gift from the Waddells for this purpose, bringing the total to \$25,000 in the last twelve months. Mr. Waddell is a trustee of the university.

**B**EREA COLLEGE's new Industrial Arts Building, made possible by gifts from the William Danforth family, is now under construction.

The Kresge Foundation has offered the college a matching gift of \$50,000 for its proposed Alumni Memorial Building, which is estimated to cost \$700,000. The Alumni Association is committed to contribute \$300,000; the remainder will come from non-alumni sources.

**B**ETHANY COLLEGE, West Virginia, has received a gift of \$850,000 for the construction of a new library from B. D. Phillips, president of the T. W. Phillips Oil and Gas Company of Butler, Pennsylvania. The library will be a memorial to T. W. Phillips, Sr., and T. W. Phillips, Jr., who served consecutively on the Board of Trustees of Bethany from the middle of the 19th century until 1956. The present 60,000 volume library at the college will be doubled through a grant for that purpose from the Kresge Foundation.

**B**OWDOIN COLLEGE announces the receipt of a \$47,900 grant from the National Science Foundation in support of the NSF Summer Institute on the Physical Science Study Committee's Program for Secondary School Physics Teachers, to be

held at the college from 30 June to 8 August 1958. The Director of the Institute is Professor Noel C. Little, chairman of the Department of Physics.

Two devoted Bowdoin families have given more than \$375,000 to the college. Through the Henry Johnson Trust there has come to the college for the endowment of a professorship of art and archaeology a sum in excess of \$275,000, and through the bequest of Mrs. Stanley P. Chase of Brunswick (the daughter of Professor Henry Johnson who was on the Bowdoin faculty from 1877 until his death in 1918), a sum of more than \$100,000. Part of this is for the support of the Museum of Fine Arts; the remainder is without restriction.

**BROWN UNIVERSITY** realized an almost fifteen-year-old dream last fall by the acquisition of the ancient Dexter Asylum in Providence. This neighboring property, which is a parcel of undeveloped land nearly half as big as the university's previous central holdings, will be converted into a new center of athletic activity near the main campus.

**CHATHAM COLLEGE** has more than doubled its endowment within the past two years. Since the opening of the Centennial Program on 30 November 1955 a sum of \$4,356,189.92 has been raised through contributions and matching grants. This brings the endowment of the college to a total of about \$7,650,000. The ultimate need of the program is \$12,000,000 to be raised by 1969 when the college will be 100 years old. The phase of the program just completed was designed to increase faculty salaries and provide additional scholarship aid for deserving and competent students. It was spurred on by a grant from the A. W. Mellon Educational and Charitable Trust made in February 1956 to match, dollar for dollar, gifts up to a total of \$3,500,000. This was one of the largest single offers ever made by a foundation to an endowment campaign. The Mellon Trust will therefore add \$2,178,094.85 to equal the sum raised by alumnae and contributed by foundations and corporations.

**CITY COLLEGE OF THE CITY OF NEW YORK** has received a grant of \$25,000 from the William J. Wollman Foundation to support the work of the New York Area Research

Council. The New York Area Studies program at the college was inaugurated, under an initial research grant from the Rockefeller Foundation and a teaching grant from the Littauer Foundation to make a specialized study of the New York Metropolitan Area as a focus of American civilization. It is part of the graduate division of the College of Liberal Arts and Science and leads to a Master of Arts degree.

**DAVIDSON COLLEGE** library now possesses probably the best collection of first editions of Robert Burns in the southern United States. The books were given by the Reverend Samuel M. Lindsay, D.D., of the Royal Ponciana Chapel in Palm Beach, Florida. Dr. Lindsay is himself a native Scot and has had as a hobby for many years the collection of books by and about the great Scottish poet. His gift also includes several first editions of Sir Walter Scott's works. The college library hopes to add to these valuable collections as funds become available. The Grey Memorial Library will be expanded by a new \$265,000 wing, now under construction.

**DEFIANCE COLLEGE** has been assured of substantial assistance in meeting financial requirements by the Board of Home Missions of the Congregational Christian Churches. The board will appropriate \$50,000 provided that the college raises an additional \$75,000 in the next two years.

**DENISON UNIVERSITY** has been issued building permits for two additions costing \$775,000. The \$500,000 addition to William Howard Doane Library and the \$275,000 addition to the central heating plant will go under construction this spring, with a tentative completion date at the opening of the next academic year.

The university has received a gift annuity of \$225,000 to endow the John E. Harris Chair of Economics and Research. The donor, now 88, attended Doane Academy, preparatory department of Denison University, in 1894-97 and had one year of college work at Denison.

**DICKINSON COLLEGE's** new \$658,884 science building, the first new science building to be erected on the campus since the Jacob Tome Scientific Building was constructed in 1884, is

scheduled for completion in August of this year. It is to be named after Dr. C. Scott Althouse, a college trustee, noted chemist and inventor of textile manufacturing equipment and dyes, who contributed \$300,000. Mr. Irene duPont donated \$35,000 to equip and furnish a scientific library in memory of his grandfather, Alfred Victor duPont, a student at Dickinson more than 140 years ago.

**DRAKE UNIVERSITY** has inaugurated a master's degree program for the preparation of teachers for general education courses in biological sciences and in physical sciences. The curriculum includes three major parts: courses in the sciences, which represent some two thirds of the hours required for the degree; apprenticeships in general education science courses, including extensive staff conferences; professional material to give the prospective teacher an understanding of the place of science in the college curriculum, the history and philosophy of science, the methods of science, and principles of learning and evaluation in science. The first graduates from this program are expected to be ready for teaching positions in the fall of 1959. Assistantships are available which pay \$1200 per academic year plus tuition.

**DREW UNIVERSITY** opened a \$913,000 gymnasium-auditorium-natatorium at the beginning of its spring semester. Trustees, alumni, faculty, business, industry, foundations and friends of the university have so far contributed approximately \$750,000. The structure's main floor will seat 1,000 for athletic contests and as an auditorium will provide space for 1,200 chairs.

**DUKE UNIVERSITY** has been awarded a grant of \$90,000 for a number of projects designed to promote research in the relationship between Christianity and politics. The grant was made by Lilly Endowment, Inc., for a three-year period.

**HARVARD UNIVERSITY** is establishing at the Center for East Asian Studies a new program of fellowships, for which the Ford Foundation has granted \$125,000, to be used over the next three years to strengthen studies on Eastern Asia in liberal

arts colleges by enabling college teachers to pursue further studies.

A gift of \$1,500,000 from Mr. and Mrs. Alfred St. Vrain Carpenter of Medford, Oregon, will provide a Center for the Visual Arts in Harvard College. Mr. Carpenter, owner of pear orchards in Oregon, former president of the Medford Community Hospital and a director of the California-Oregon Power Company, is a graduate of the class of 1905 of Harvard College.

Three members of the Widener family of Philadelphia have donated \$700,000 for the endowment of the Widener Library, the central building of the largest university library in the world.

A new chair, the Galen L. Stone Professorship of International Trade, has been established at the university with a \$400,000 professorial endowment provided by the family of the late Galen L. Stone, one of the leaders in this country during the early decades of this century in the underwriting of bonds and stocks for large undertakings in shipping, railroads, mining and manufacturing.

Another new chair is the Clarence Dillon Professorship of International Affairs, named after the New York investment banker in recognition of his many services to the university. Endowment of the new professorship represents a contribution of The Dillon Fund toward strengthening liberal education at Harvard.

**H**OUGHTON COLLEGE is recipient of a \$5,000 grant from the Eastman Kodak Company, Rochester, New York. The gift was made in harmony with the policy of Eastman to assist those colleges which have supplied employees who have remained with the company five years. It will be used to augment the building fund for the chapel-auditorium.

**I**LLINOIS WESLEYAN UNIVERSITY has received \$50,000 from Roy Church for the establishment in honor of his father-in-law of the Edgar M. Smith Loan Fund, to provide loans for sophomores, juniors and seniors.

Last fall the Campus Building Fund Campaign to secure \$1,582,000 in the Illinois Conference for the purpose of meeting current and urgent building needs on the campuses of Methodist



educational institutions was launched. Illinois Wesleyan will receive \$650,000 as its share of the fund, which will assist the university in erecting two urgently needed buildings: the new classroom-administration building and the new auditorium.

**L**UTHER COLLEGE, which was bequeathed \$90,000 in the will of the late Mrs. Louis W. Olson in 1955, has now been informed by Mr. Olson that he received a trust fund valued at about \$260,000 in the same will and that he has decided to bequeath the entire amount to the college. In addition, the Olsons have given \$86,300 to the college in a series of donations since 1955.

**M**OUNT UNION COLLEGE will dedicate its new \$600,000 Wilson Science Hall on 14 March. The building is named for Thomas E. Wilson, graduate of the college in 1887 and father of former Defense Secretary Charles E. Wilson.

**N**EW YORK UNIVERSITY has received as a gift from Doris Duke, the tobacco heiress, and her mother, Mrs. Nanaline H. Duke, widow of James B. Duke, their 32-room mansion at 78th Street and Fifth Avenue. The building will house the university's Institute of Fine Arts and will be called "The James B. Duke House."

A graduate course on the "Administration of Colleges and Universities," is being given during the spring semester by New York University's School of Education, with lectures by the principal administrative officers of the university.

**P**ENNSYLVANIA STATE UNIVERSITY will conduct an extensive program of liberal education for adults throughout Pennsylvania during the next five years with financial assistance from the Fund for Adult Education. The Fund has approved a grant of \$298,000 to help the university in the development of the project, which will also be supported in part through fees received from participants in the program. The project, as outlined, will develop formal and informal programs of liberal adult education throughout the state by working principally through voluntary organizations such as rural groups, labor unions, local adult education groups, women's organizations, pro-

fessional and civic groups, service clubs and industrial groups. Professional educators on the faculty of the university will be joined on the teaching staff by lay leaders. The new program will be conducted through the facilities of the General Extension Services of the university, utilizing its 13 Extension Centers. Programs will be offered in four major fields: the social sciences, the humanities, the arts and group discussion leadership.

**POMONA COLLEGE** trustees have awarded a \$1,300,000 contract for construction of a biology-geology building. A physics-mathematics-astronomy building costing \$1,100,000 is under construction and scheduled for completion this summer. Both buildings, costing a total of more than \$2,500,000, including equipment, furnishings and fees, have been made possible by an anonymous donor. The new structures will provide the most modern facilities for teaching at the undergraduate level.

**ROSARY COLLEGE** library is another of the 87 libraries sharing in the grant awarded by United States Steel through the Association of College and Research Libraries.

**RUTGERS UNIVERSITY** would receive \$33,050,000 for physical expansion to accommodate approximately twice its present number of full-time undergraduates under a program proposed last December by the State Board of Education in its second report on the crisis facing higher education in New Jersey. The university's allocation is part of a total program expected to cost the state \$82,550,000 through the next eight or nine years.

**SOUTHERN METHODIST UNIVERSITY** dedicated its 35th major building since the end of World War II in the late fall of last year. The building—a four-story, air-conditioned women's dormitory costing \$1,000,000—is named Shuttles Hall, in honor of the late Robert Hall Shuttles of Dallas, one of the founders of the university and chairman of its Board of Trustees from 1927 to 1932.

**STANFORD UNIVERSITY** has received a \$250,000 grant from the Ford Foundation for its East Asian research program. A "phantom file" of Russian secret police dossiers, which the

communists thought was destroyed more than 30 years ago, but which was secretly shipped from Paris to Stanford in 1926 by Basil Maklakoff, the last pre-revolution Russian ambassador to France, has been opened by scholars at Hoover Institution on War, Revolution and Peace. The documents, which were sealed until last October by a "death clause" agreement with Maklakoff, will according to Witold Sworakowski, assistant director of the Hoover Institution, "unquestionably prove to be a mother lode of knowledge on the crucial years leading to the overthrow of the Romanovs in March 1917."

**SWARTHMORE COLLEGE** will be able to construct and equip a new science building, which will house the departments of chemistry, physics and mathematics, with \$1,800,000 donated to the college by The Longwood Foundation, Inc., of Wilmington, Delaware. The Foundation, established by the late Pierre S. du Pont, has been interested in scientific education for a number of years, and has made major grants in the fields of secondary education, libraries, medical research and social welfare.

**SYRACUSE UNIVERSITY** Graduate School announces the 1958 Student Dean Program, under which graduate assistantships will be awarded to young women interested in preparing for guidance and personnel work in high schools, colleges and universities. An assistantship is equivalent in room, board, tuition, fees, discounts and privileges, to a grant of \$1,800 for the academic year. The 1958 awards will be announced over a period of several months beginning 1 March. Further information may be obtained from Dr. M. Eunice Hilton, Director, Room 301 Slocum Hall, Syracuse University, Syracuse 10, New York.

A grant of \$15,000 has been made to Syracuse University's Maxwell Graduate School of Citizenship and Public Affairs by the Fund for the Advancement of Education to initiate a program survey designed to contribute to the better preparation of college teachers of social science.

**UNION COLLEGE**, New York, has received two new grants totaling \$110,000 from Lilly Endowment, Inc. They will be used to continue the work of Union's nationally known Character

Research Project through the 1958-59 academic year. The larger of the new grants, \$100,000, will be applied to carrying on the Project's basic research in religious and character education, while a supplemental grant of \$10,000 will finance the establishment of a new field service program.

**UNIVERSITY OF BRIDGEPORT** started this semester an intensive training program for college graduates leading to emergency certification to teach on the secondary school level. The program is designed to answer increasing needs for teachers at that level. Applicants must be graduates of four-year colleges or universities. Temporary emergency certification will be granted in time for fall teaching, provided the student has earned his bachelor's degree in the major field in which he intends to teach. Courses will also be offered during the university's summer session.

**UNIVERSITY OF CINCINNATI** has received more than \$1,600,000 from the estate of the late Miss Mary Hanna, last member of a pioneer Cincinnati family and long known as a patron of the arts. Not less than \$50,000 of this sum is to be used for the university's Cardiac Laboratory, the balance for its College of Medicine.

**UNIVERSITY OF DELAWARE's** E 52 University Theatre has been chosen as one of seven university theatre groups to tour military bases throughout the world under the new overseas theatre project of USO and the American Educational Theatre Association. The group will go to the Far East for eight weeks this spring and will probably visit Japan, Korea, Okinawa, Hawaii and the Philippines.

**UNIVERSITY OF KENTUCKY** has received from Lilly Endowment, Inc., a grant of \$57,800 for the editing and publication of the papers of Henry Clay, a leading Kentucky statesman and orator for more than thirty years in the first half of the 19th century. The editors are Professor James F. Hopkins and Dr. Mary W. M. Hargreaves. The collection of the Clay papers has been under way for five years. The first two volumes, containing about 650 pages each, will be ready for publication in 1958 and the remainder during the following three years.

**UNIVERSITY OF MIAMI** announces that at the beginning of its 33rd academic year in September 1959 it will accept candidates for doctoral degrees in ten major fields of study: anatomy, bacteriology, biochemistry, chemistry, marine science, pharmacology, physiology, psychology, zoology and education (Ed.D.). A special graduate school bulletin outlining details of the doctoral program will be issued in September 1958.

**UNIVERSITY OF PENNSYLVANIA** has issued a progress report on 1955-60 campus renovations—22 projects valued at \$31,152,000. For its proposed \$1,650,000 new chemistry and research facilities the university reports an initial gift from an anonymous donor of \$1,000,000.

**UNIVERSITY OF WISCONSIN** launched a physics film research study last fall to test the effectiveness of films in classroom teaching situations: in supervised correspondence study and for adults studying independently by correspondence. The project was made possible by a \$104,000 grant to the university's School of Education and Extension Division from the Fund for the Advancement of Education.

The university's Teacher Placement Bureau reports that the program (inaugurated by the National Science Foundation in the 1956-57 academic year) under which high school science and mathematics teachers spent last year at the university learning to be better teachers, paid off for them in both dollars and sense. The teachers are now earning an average of \$961 a year more than before.

**WAYNE STATE UNIVERSITY** reports that gifts and grants during the fiscal year 1956-57 reached a record level. More than \$3,100,000 was received during that period, exceeding the previous year's total of more than \$2,500,000 by 25 per cent.

**WHITTIER COLLEGE** will be the first of nine liberal arts centers for adults to face the problem of becoming self-supporting. As a four-year grant from the Fund for Adult Education terminates, the college will institute a three-year \$12,000 fund-raising drive in an attempt to keep from curtailing the program of informal discussions presently taking place in homes in twelve communities.

**YALE UNIVERSITY** has been presented with a collection of ancient Greek manuscripts, many of them never before accessible to scholars, by the Jacob Ziskind Charitable Trust of Boston, a fund established by the will of the late textile industrialist of Fall River, Massachusetts. Included are both secular and religious texts, with the former represented by Aristotle, Xenophon, Hesiod, Oppian, Plotinus, Dioscorides and others. The collection, written on vellum, paper and papyrus and bound in handsome, decorated leather, includes more than 100 works.



## NEW COLLEGE PRESIDENTS

Anderson College, Anderson, Indiana. Robert H. Reardon.  
Bethany College, Lindsborg, Kansas. Melvin A. Hammberg.  
Boston College, Chestnut Hill, Massachusetts. Michael P. Walsh.  
Catholic University of America, Washington, D. C. William J. McDonald.

Catholic University of Puerto Rico, Ponce, Puerto Rico. Thomas A. Stanley.

College of St. Scholastica, Duluth, Minnesota. Mother M. Martina.

Detroit Institute of Technology, Detroit, Michigan. Dewey F. Barich.

Earlham College, Richmond, Indiana. Landrum R. Bolling.

Florida Southern College, Lakeland, Florida. Charles T. Thrift, Jr.

Friends University, Wichita, Kansas. Lowell E. Roberts.

Hastings College, Hastings, Nebraska. Theron B. Maxon.

Hendrix College, Conway, Arkansas. Marshall T. Steel.

Howard College, Birmingham, Alabama. Leslie S. Wright.

Macalester College, St. Paul, Minnesota. Harvey M. Rice.

McKendree College, Lebanon, Illinois. Webb B. Garrison.

Mount Mercy College, Pittsburgh, Pennsylvania. Mother Margaret Mary.

Notre Dame College, South Euclid, Ohio. Sister Mary Loyole.

St. Bernard College, St. Bernard, Alabama. Brian James Egan.

St. Francis College, Loretto, Pennsylvania. Kevin R. Keelan.

St. Joseph's College, North Windham, Maine. Sister Mary Carmel.

Siena Heights College, Adrian, Michigan. Sister Benedicta Marie.

Springfield College, Springfield, Massachusetts. Glenn A. Olds.

Transylvania College, Lexington, Kentucky. Irvin E. Lunger.

Union College, Lincoln, Nebraska. Donald J. Biebeer.

University of Hawaii, Honolulu, Hawaii. Laurence H. Snyder.

University of Maine, Orono, Maine. Lloyd H. Elliott.

University of Southern California, Los Angeles, California.

Rufus B. von Kleinsmid.

University of Vermont and State Agricultural College, Burlington, Vermont. John T. Fey.

University of Washington, Seattle, Washington. Charles H. Odegaard.

University of Wisconsin, Madison, Wisconsin. Conrad A. Elvehjem.

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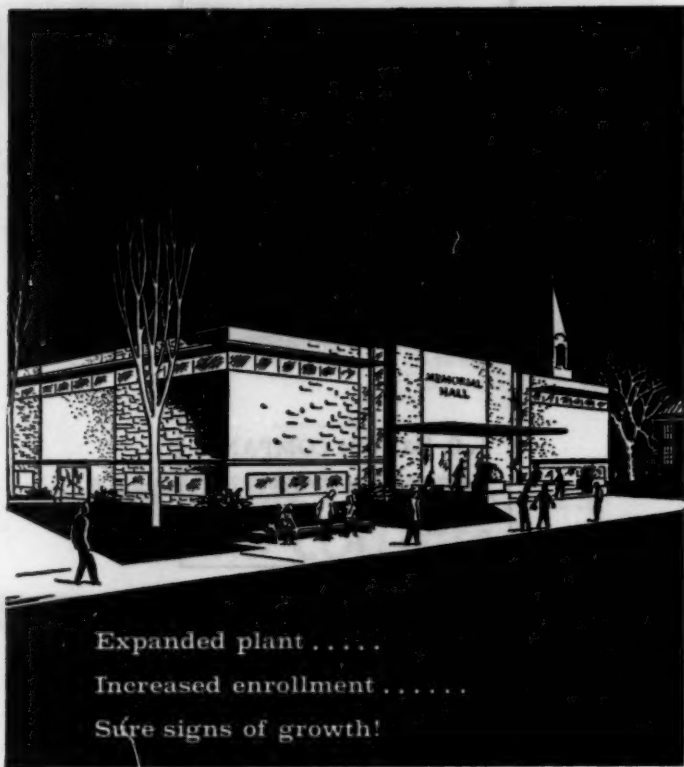
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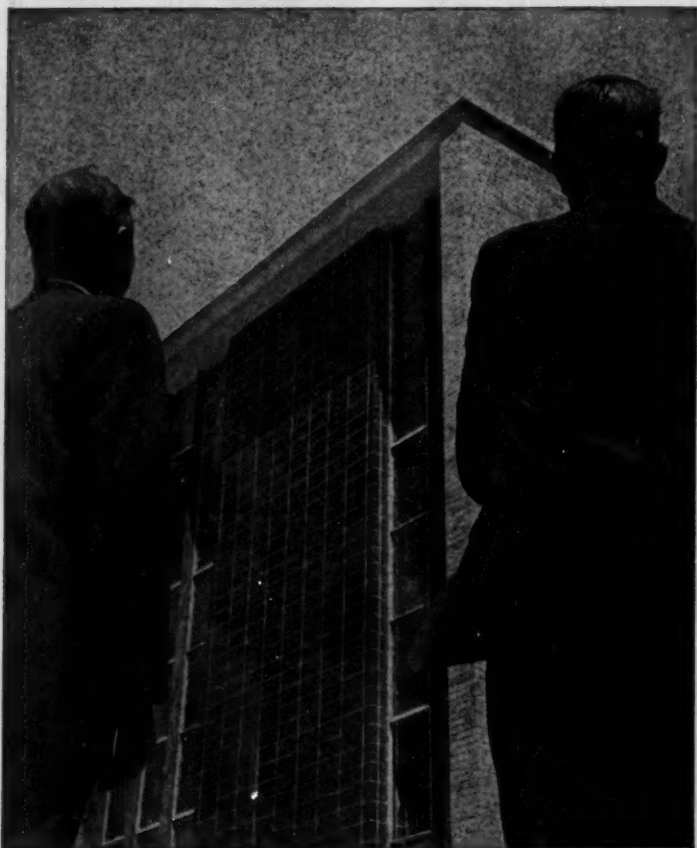
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